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AN EVALUATION OF CORRECTIONAL OFFICERS' BASIC TRAINING IN ALBERTA

BY

DOUGLAS JOHN AGAR

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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and research for acceptance, a thesis entitled **AN EVALUATION OF CORRECTIONAL OFFICERS' BASIC TRAINING IN ALBERTA** submitted by Douglas J. Agar in partial fulfillment of the requirements for the degree of Master of Education.

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DEDICATION

This work is dedicated to my
wife

TAMARA MOSKALENKO-AGAR

whose love and support
gave me the purpose to reach
this goal.

ABSTRACT

The Solicitor General, as one of the largest ministeries within the provincial government of Alberta, has an ever increasing responsibility in the professional development of its staff. One such recognition of this responsibility is the induction program for correctional officers - - Correctional Officers' Basic Training.

The purpose of this research was to determine the degree of effectiveness of this induction program in the provision of the necessary on-the-job skills as perceived by the ex-inductees who have graduated from the program, their immediate supervisors and their trainers.

This study consisted of a needs assessment of graduates of the program between the years of 1982 and 1987. The research instruments developed for data collection were three questionnaires each consisting of three sections. The first section related to personal information; the second related to general information regarding program delivery; and the third section related to program evaluation.

The results of this research indicate that ex-inductees, trainers and supervisors agreed that Correctional Officers' Basic Training in its present form provides the basic knowledge and skills required by new correctional officers. However, they disagreed over fundamental issues such as program emphasis. Ex-inductees and supervisors felt that the security skills were the most important, whereas trainers felt that offender management skills were most important. It could be further concluded that Correctional Officers' Basic Training has had great success in teaching security skills because they are more effable types of knowledge. Thus, they are easier to teach and to objectively evaluate.

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CHAPTER ONE

STATEMENT AND IMPORTANCE OF PROBLEM

Introduction

Perhaps no issue in Alberta's correctional institutions is as critical as training and educating qualified staff for its various programs. In the past, correctional officers have been stigmatized by the general public almost as much as the inmates in their charge. In the nineteenth century, the model of a strong, brutal guard was appropriate for what was expected of him -- custody and control. In today's correctional climate, however, the expectation also includes rehabilitation. The correctional officer is expected to possess skills and abilities that were never envisioned by the original architects of Alberta's correctional institutions:

> In virtually every occupation and profession today, central themes of concern are the educational preparation, in-service training, and development of the manpower involved. In industry, the rapid advance of technology and automation has created a demand for higher levels of education and skills among workers. At the same time, the need for professionals and technicians in education, health, counselling,

> produce them. At the national level, a great deal of effort is going into a continuous and long-range study of the manpower resources of the country. Along with this is being developed a national policy dealing with upgrading of educational levels and skills as well as the distribution and most effective utilization of national manpower resources. In effect, the manpower problem is becoming defined more in terms of educational and training crisis than in terms of manpower shortages.
>
> Corrections has not only been caught up in this complex of social and economic change but it is also feeling, more directly than in the past, the combined impact of new concepts and techniques in management, the technologies underlying the application of system analysis to social problems, and the results of research on differential effectiveness of programs. Even the traditional boundaries which kept corrections confined within conventional limititations of institutions, probation, and parole are undergoing considerable re-examination. Implied in all of this change are some very critical issues relating to utilization of professional and non-professional personnel, the validity of existing formulas for staffing correctional agencies, and the kinds of in-service training that will contribute most effectively to the programmatic changes which seem imminent (Joint Commission on Correctional Manpower and Training,1967, p.417).

It is in light of these realities that the Correctional Services Branch of the Solicitor General of Alberta initiated a review of its existing training programs in 1979 -- Alberta Corrections Review. The purpose of the review was "intended as a guide ... to ensure that staff are adequately prepared for their jobs" (Moyer,1979, p.364). Moreover, in 1982 Alberta Correctional Services (ACS) in its *Purpose and Goals*

(1982, p.11) stated the following regarding its training of correctional personnel:

> Purpose: To provide staff with the necessary skills to permit a high level of job performance and job satisfaction.

The training and development of all correctional personnel must be given high priority in developing a modern, progressive correctional system. The responsibilities of all staff are inter-dependent and in total determine how effective Alberta Correctional Services (1982, p.11) will be achieving its stated goals, which are :

> Goals
>
> 1) To develop an intensive induction or basic training program for new employees - especially new correctional officers.
>
> 2) To develop staff development programs for selected personnel at all levels of the correctional system, where performance can be enhanced through a comprehensive training and development program either on a group or individual basis.
>
> 3) To provide career paths to employees with the potential for advancement, either through promotional competitions or lateral transfers within the correctional system.
>
> 4) To motivate employees to remain current with their respective specialized field of activity, and more generally the field of corrections in terms of developments in other jurisdiction.

5) To provide financial assistance for educational leave to selected candidates who have potential for development and the ability to assume greater levels of responsibility.

6) To utilize, in the most efficient and effective manner, the total human resources of the correctional system in terms of pursuing and achieving the stated goals.

Working in corrections today is a complex and difficult occupation. The role of today´s correctional officer is more involved than simply providing custody. There are many tasks required and officers must understand the standard operating procedures of the correctional institution in which they are employed to perform these tasks. He or she must also understand the limits of responsibility and authority which can be used in the performance of duties, as well as understand the job in relationship to other employees. Ultimately, the correctional officer is responsible for enforcement of the policies and rules of the correctional institution and for correctly interpreting these in order to maintain a safe and secure institution for inmates and staff.

Gordon Hawkins (1976, p.106), after analyzing the few studies available on correctional officers, concluded that correctional officers are:

> . . . for the most part ordinary human beings with ordinary human failure and virtues. They have in the past been asked to perform impossible tasks without being properly trained to perform even possible ones.

In fact, no formal training programs for correctional officers were organized until the 1930s, and even today, many correctional officers begin their jobs without any formal training.

Beyond general formal training, it has also been suggested that since correctional officers spend more time with inmates than any other institutional personnel do, they should not be mere custodial officers but individuals trained in behavioral sciences. The correctional officer is the most important correctional employee in an inmate´s life and is in a critical position to assist with the positive changes expected of the inmate. For no other reason, it would seem to make perfect sense to ensure that correctional officers in Alberta´s correctional institutions receive the most comprehensive training and ongoing professional development available. Indeed, the individual correctional officer has a responsibility, if not a duty, to speak out in favor of the need for professional training. As in the words of Mahatma Ghandi (Craddick,1970, p.207), the individual´s voice should have the highest status:

> It is not the critic who counts, nor the man who points out how the strong stumbles, or where the doer of deeds could have done better.The credit belongs to the man who is actually in the arena; whose face is marred by the dust and sweat; who strains valiantly; who errs and may fall again; because their is no effort without error or shortcomings.

If for no other reason than the fact that many decisions are made by correctional officers which directly affect inmates on an individual basis -- decisions relating to operating an institution, maintaining discipline, and responding to those confined in a humane manner. Cell assignment, supervision of meal lines, isolation (open) and punitive (closed) segregation, verbal reprimands, security, classification, work and program assignments, all combine to form a total program (Moyer,1979). Correctional officers form a delicate line between security and trying to establish a rehabilitative atmosphere.

The correctional officer also must be able to communicate an inmate's actions, reactions and interactions to supervisors. A simple change in behavior by an inmate could signal positive treatment progress or prison tension that could lead to a disturbance. This ability to pick up on cues and subtle changes in behavior is a skill that is both experiential and derived from the training process. As a result, there should be little doubt that correctional officers require skills in human relations.

This combination of supervisory responsibilities, loyalty expected from an officer, and daily interaction with inmates creates a difficult and demanding environment for the correctional officer. In order to cope with the variety of duties, the correctional officer must acquire appropriate skills and knowledge from training.

Most correctional officers prior to 1982 entered service with little or no training. This lack of training coupled with no prior experience can be an explosive combination in a correctional institution.

The Problem

Newly appointed correctional officers since 1982 have typically been sent into Alberta's correctional institutions prepared to meet the multitude of problems, which awaits them, armed with the knowledge and skills acquired during a five week induction course -- Correctional Officer's Basic Training. Little has been done in the way of a comprehensive follow-up study in order to determine the degree of effectiveness that Correctional Officer's Basic Training (C.O.B.T.) has had in meeting the needs of correctional officer inductees or the Solicitor General -- Correctional Services Branch -- which employs them.

It may also be germane to turn the problem around and attempt to ascertain whether the Solicitor General is recruiting the type of individuals who can best internalize the knowledge and skills taught and then apply this theory to the institutional environment.

Another facet of the problem is that little evaluation has been conducted on the various components of Correctional Officer´s Basic Training to inductees. Are these various components of equal value or are some of greater importance than others? Could some components be omitted without sacrificing the degree of effectiveness of induction training? Are there topics not presently in the inductees´ training which would enhance the value of the program if they were added? Or are there components of the induction training whose effectiveness would be enhanced if their time allotment was either increased or decreased?

There is pressure on the Solicitor General to "professionalize" its correctional staff at all levels. The problem facing the Solicitor General -- Human Resource Services Branch -- is to prepare correctional officers through training to adequately meet the requirements of the job and to also ensure additional opportunities to further enhance the professionalization of correctional officers.

Statement Of The Problem

The purpose of this research was to determine the value of the induction program for correctional officers in Alberta -- Correctional Officer's Basic Training -- through the eyes of the ex-inductees who have graduated from the program, their immediate supervisors and their trainers. The primary intent was to determine the perceived degree of effectiveness in the provision of the necessary on-the-job skills. This evaluation should justify the expansion of the components deemed as useful and the contraction or elimination of the less useful components of the program. Furthermore, the administration of the program could be appraised to determine whether the course duration, location and structure were appropriate.

Sub-Problems

Eight sub-problems were developed to direct this research:

1. To identify the personal and background characteristics of ex-inductees, trainers and supervisors.

2. To identify problems faced by ex-inductees through the requirements of participation in the program.

3. To evaluate the utility of the various program resources as perceived by ex-inductees and trainers.

4. To identify the needs for knowledge and skills required by correctional officers as perceived by ex-inductees, trainers and supervisors.

5. To identify training needs which could best be met at Staff College, on-the-job or a combination of both.

6. To evaluate the utility of the various components of the program as perceived by ex-inductees, trainers and supervisors.

7. To compare the perceptions of ex-inductees, trainers and supervisors to various aspects of the program.

8. To receive suggestions to improve training practices (content and procedures) from ex-inductees, trainers and supervisors.

It was anticipated that information of value to personnel administrators, trainers and policy makers would be elicited from this research ensuring the continuing success or adaptation of Correctional Officer´s Basic Training to better prepare future correctional officer inductees.

Assumptions

For the purpose of this research it was assumed that respondents answered honestly and objectively, and that all responses were given without pressure or intimidation by an individual within an identified correctional institution.

Delimitations

The focus of this research was to concentrate upon the degree of effectiveness of Correctional Officer´s Basic Training in the provision of the necessary on the job skills as perceived by ex-inductees, trainers and immediate supervisors. In order to make the investigation of the interrelationship manageable there was a conscious effort to limit the scope of the research design. First, the identification of one to evaluate -- Correctional Officer's Basic Training. Third, the population was relatively small and homogeneous -- all involved in correctional officer training. Fourth, the selection of correctional institutions within Alberta which have received graduates of Correctional Officers' Basic Training between 1982 and 1987.

Limitations

The net result of this research was contingent upon the return rate and information which could be drawn from three test instruments: namely, a questionnaire for ex-inductees, a questionnaire for trainers, and a questionnaire for immediate supervisors. The small number of trainers and supervisors is seen as a limitation since their numbers did not allow for the use of comparative analysis. Generalizations drawn from this research should be limited to correctional services using similar induction training programs. Systems with other organizational, recruitment methods and standards, training and staff development procedures may show different characteristics and suggest fundamentally different conclusions.

Organization of the Thesis

This research addressed itself to a comprehensive appraisal of Correctional Officer´s Basic Training in Alberta and is organized into five chapters and two appendices. Chapter One introduces the reasons for the research, the problem to be studied, eight sub-problems, and how the research is aimed at providing valuable information for the Solicitor General -- Human Resource Services Branch.

It was assumed that some readers of this research may not be familiar with the structure, role, philosophy and historical background of training for correctional officers in Alberta; therefore, these are dealt with in Chapter Two. A description of Correctional Officer´s Basic Training is also provided.

Chapter Three outlines the methodology, describing the instrumentation, sampling, and research procedures.

Chapter Four contains a detailed presentation, analysis and interpretation of the data collected from the three questionnaires. It presents the findings, makes comparisons, and points out significant relationships.

Chapter Five contains a summary of the research, conclusions, implications and recommendations for future research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND RESEARCH

The review of relevant literature began with a systematic search of periodical indexes, computer catalogues of libaries at the University of Alberta, dissertation and dissertation abstracts, and the ERIC document reproduction index. The review included information about correctional officer training, program evaluation and needs assessment.

Correctional Officer Training

Induction Training

The need for correctional officer induction training has been articulated throughout the literature for decades (Gill,1958; Breed,1976; Amos,1981; Maghan,1981; Reed,1981; Crouch,1983; Taylor,1985; Palmer,1985; Shannon,1987). Gill (1958) traced the call for correctional officer induction training to the 1870 meeting of the American Prison Association. Gill (1958) also discusses early efforts to develop correctional officer training programs. These efforts, though mostly fruitless, established a framework for induction and inservice training.

Kalinich (1984, p.147) described corrections as a "revolving door," largely because of the belief that many inmates released from correctional institutions soon return. Few people realize that corrections is also a revolving door for its employees. Many enter positions where they experience challenge, hard work, and opportunity but leave after several months or years because of poor pay, frustration, danger, lack of communication, extraordinary human problems, stress, and burnout.

Furthermore, Allen (1975) stated that other than the reduction of staff turnover, definite benefits from a good training and staff development program can be expected -- improvement in correctional officers attitudes and morale, reduction in correctional officers errors, reduction in absenteeism, improvement in supervision and development of correctional officers versatility and efficiency, and increased effectiveness of correctional officers in handling inmates.

The field of correctional officer training has tended to direct itself towards inservice training for managers and specialized training for established correctional officers. These latter efforts concentrated primarily on training supervisors or trainers who subsequently trained others.

The issue of the type and duration of correctional officer training remains a priority for correctional administrators (Breed,1976; Amos,1981; Kerle,1981; Reed,1981). Traditional correctional officer training methods focused on workshops, seminars, and conferences outside the institution. Although often criticized as irrelevant by many correctional officers they still served as an opportunity to rejuvenate through learning activities away from the correctional institution. However, the economic restraints of recent years have all but eliminated this avenue of training.

Induction training, however, has not yet received the same kind of attention. One way that correctional agencies have attempted to meet basic correctional training needs has been through the use of training academies. According to Cohen (1979), some 20 American states use the academy approach; however, training curricula are often determined within the academy and based upon individual assessments of supervisors and managers rather than upon an organized needs assessment. In some cases, even "canned" instruction packages have been developed to meet the basic training needs of correctional officers.

Yet, some agencies have taken a much different approach. Several agencies have embarked on a "task analysis" approach to establish training standards for correctional officers. This avenue closely follows the model which evolved in the field of law enforcement and calls for officer certification and mandated training.

In 1983 the State of Georgia's Peace Officer Standards and Training Council (POST) determined a task analysis survey was the most appropriate method to assess the current duties or responsibilities of correctional officers (Camp,1985). The rationale adopted suggested that training standards and curricula based on such information would more closely reflect the perceived needs of correctional officers.

A total of 228 different tasks were identified and selected as necessary and appropriate to the training needs assessment and three questionnaires were created. The first was designed to determine the frequency by which given tasks were performed by correctional officers. The second and third were distributed to supervisors to determine the importance (criticality) of the given task as well as the most appropriate training method: on-the-job or the academy. Frequency was assessed by how often each task was performed and criticality was determined on a scale from not important to very important.

The purpose of the task analysis was to produce data to aid in the development of basic training curricula for correctional officers. The task analysis did indeed produce data, however, in an incredible volume.

Four sets of data resulted: state corrections, county corrections, city jails, and youth development centres. Each of these contained four sets of data: the percentage of correctional officers that performed each task, the frequency, the criticality rating, and the Summed Value score (combinationation of crticality and frequency). Finally, there were 228 tasks X 4 data sets X 4 categories of data = 3,648 items for analysis.

Using the cross category comparisons, an item by item analysis was performed. When the analysis was complete, it was determined that there were 32 tasks which were performed at, or more, than 65 percent of the time and were rated at 65 percent or more of criticality. It can be infered then that these 32 tasks should definitely be included in a basic training program for correctional officers (Camp,1985,p.32-37).

Throughout the literature there is general agreement that, in order to be effective, training must be well thought out and open ended. There should be some thought to how the dynamic process is going to undertaken. In other words, how will it be delivered and what will be the topics. As J.V. Fornataro (1978, p.7) suggested, there must be respect for the individual correctional officer's ability to contribute and a willingness to be involved in the dynamic process of training:

> Education engages people with ideas, and ideas have the power to affect behavior in turn . . . The training content may stimulate ways of perceiving the offender which causes the officer to question both his private behavior and the corporate institutional behavior . . . with some of the things he and his colleaques are expected to do.

Competency Based Training

Robert Wicks (1980) argued that courage to change and the willingness to admit that corrections is changing and that it is essential that all kinds of people take part in the training if the training is to be a valuable experience. However, training is not to be seen as substitute for all other institutional problems. The negative orientation of much of the training of correctional officers also helps to defeat what effectiveness it can have. This negative orientation towards much of the training stems from the way informal "training" of correctional officers was done in past years, as described by Howard B. Gill (1958, p.8):

> Within the memory of many prison administrators, the training of newly appointed prison officers consisted of a few well-chosen exhorations about not fratenizing with inmates, not carrying contra-band in or out of the prison, not permitting

> escapes, and not talking about prison affairs outside the institution. There were no "do´s." With this the new recruit was assigned to a post where trail and error prevailed. Lucky was the new officer who kept his eyes and ears open and his big mouth shut. At least he learned what was current practice among those who had survived.

Stanley Brodsky (1974) and others recognized that correctional officer training has come a long way since then. However, the negative orientation to even the most sophiscated program is still not uncommon. Brodsky pointed out that many managerial attitudes and policies regarding staff training historically have hindered its impact: 1) Training is a minor duty of correctional agencies -- a non-essential frill that can be deleted during times of restraint; (2) Quantity of training is more important than quality, that is, any training is better than no training; and (3) Correctional experts know best how to train and develop staff.

These attitudes, however, Brodsky asserted have slowly given way to a more accurate understanding of the role of staff training. More often than not, correctional officer training is considered as a defined undertaking that happens at specific points in ones career. Initially training is offered when the correctional officer is hired and then if and when he/she is promoted.

Training should not be seen only in this light. In general terms, Stanley Brodsky (1974, p.39) of the University of Alabama wrote that the correctional officer:

> . . . is entitled to training that defines goals and prepares him to have a "piece of the action" . . . A part of this preparatory process is continuing education, and career and personal development, in a system that valued these characteristics. The correctional officer should be entitled to an optimal opportunity to develop his potential, and to maximize the constructive use of his talents.

The American Correctional Association (ACA) (1983) has long recognized this problem. The ACA has assigned high priority to developing programs to improve staff training and increase professionalism in the field. The ACA has developed numerous training programs, seminars, workshops on a variety of corrections topics. The ACA recognizes that successfully dealing with the many forces affecting corrections requires a knowledgeable, well trained staff. Moreover, the ACA recognizes the importance of training as both a key to efficient management and a primary agent for achieving progress and change.

The American Corrections Association (1983) takes the position that entry into the correctional environment must be preceded by a well-designed competency-based program to provide the new correctional officer with the skills, knowledge, and abilities to function. Compounding the problems associated with reduced funding is the advent of increased training standards and accreditation (ACA,1983). The dilemma becomes increasingly clear: provide more training with greater relevance to correctional officers while simultaneously reducing the training budget.

One way to achieve this goal is through research to determine which training experiences will best prepare correctional officers to meet actual on-the-job demands and then design programs accordingly. Crouch (1983) reported the findings from a study of new correctional officers within the Texas Department of Corrections that focused primarily on induction training. Eighty-four inductees were interviewed on their first or second day of their academy program and then re-interviewed after approximately six months on the job. The purpose was to have officers who had just passed through the critical early months assess the quality of their training in terms of how it prepared them for actual job demands.

The Texas data indicate that most respondents thought the four week program (2 weeks in class and 2 weeks on-the-job training) was appropriate. With respect to the classroom segment, 54 percent felt that two weeks was adequate and another eight percent felt it was too much. The balance of the respondents, however, thought two weeks of instruction was insufficient. In terms of on-the-job training, 64 percent reported that two weeks was adequate. Yet, again 30 percent suggested that on-the-job be extended.

Data on the classroom content were derived by asking the respondents to consider each topic in the classroom curriculum and to indicate whether it should receive less emphasis, more emphasis, or not be changed. The data indicate that for most security related topics, a majority of the correctional officers felt no additional training time was warranted. For the offender management topics, however, most correctional officers urged more emphasis. These topics involve skills that are very important for individual success and safety. Significantly, nearly three out of four respondents indicated that more emphasis should be given to how correctional officers might more effectively relate to or handle inmates. The implication here was that effectiveness on-the-job could be heightened through offender management training.

Offender Management Training

In today's complex correctional environment the correctional officer is viewed more and more as a professional and in that role requires a wide variety of skills. Megathlin (1969), Brooks (1980), and Kerle (1981) argued for a comprehensive, well organized training program which strives to meet the aforementioned goals and objectives.

Throughout the literature, authors such as Craddick (1970), Hepburn (1980), and Brewer (1981) have commented on the importance of interpersonal skills/human relations training for correctional officers -- offender management. Brooks, Winsor, and Shoemaker (1980, p.54) have described interpersonal skills training as an integral part of a correctional officer's training:

> Thus, our conversations with staff members reinforced the need to provide training in dealing with stressful situations and in handling conflict. How does one learn to live with conning without retaliating, to "read" personalities, to motivate or control residents in an exemplary way, to diffuse hostility, and in general, to be more positive and helpful in human relations than negative and harmful.

In a policy statement, the Canadian Corrections Association (1968, p.57) noted that:

> Every staff member who comes into contact with the inmate will play a vital role, positively or negatively, in his rehabilatation.

One of the most ambitious studies of the effects of interpersonal skills training on correctional officers was conducted by Megathlin (1969). Twenty-eight correctional officers were randomly assigned to either a treatment group or a control group. Subjects in the treatment group were given 48 hours of training in empathy, respect, and genuineness over a period of three months; the control group was not. The chief dependent measure was an audiotape of eight inmate stimulus statements to each of which the correctional officers had to make a verbal helping response. At the post-test, the treatment scored significantly better ($p < .01$) than the control group on empathy, respect, and genuineness.

Groeneveld and Gerrard (1987) attempted to replicate Megathlin's study over a contracted period of time. The purpose of their study was to assess the effects of a short-term (one day) course in human relations for correctional officers. It was hypothesized that a treatment group of correctional officers receiving a one day workshop in empathy training would score better than a control group on outcome measures assessing empathy.

Subjects consisted of 20 correctional support staff (10 males and 10 females) from correctional institutions all over Ontario. They were not correctional officers but general correctional support staff (clerks, cooks, secretaries, and maintenance persons). The subjects from the groups of males and females were randomly assigned to the treatment group or to the control group.

Both treatment and control groups were pre-tested on six scenes from the Index of Interpersonal Skills for Correctional Staff (ISCS). The ISCS is a videotape containing 26 common problem situations encountered by correctional officers. Because of the time limitations, only six scenes were used to assess subjects. The six scenes used in the study reflected both inmate and correctional officer situations involving emotions of anger, anxiety, and depression. After each scene the subjects were given three minutes to write down what they would say if they were the correctional officer actually confronted with the scenario.

Following pre-testing the control group received an all-day workshop on grievance procedures while the treatment group received an all-day workshop on listening skills. The workshop consisted primarily of skill-based activities designed to help correctional officers identify and communicate empathy. Both groups were post-tested on the morning of the next day.

There were no statistically significant differences between treatment and control groups at pre-test. At post-test the treatment group scored significantly higher than the control group (p<.01). That is, treatment subjects made more "listening" responses than "telling" responses when compared to control subjects. This result was an important result considering the fact that the subjects received minimal training.

Another important consideration with regard to expanding the role of correctional officers, from that of a mere custodian, is whether the conflict between correctional officers and treatment personnel can be avoided or at least reduced. Brown (1971) compared the attitudes of treatment personnel with the attitudes of correctional officers in two institutions: one, a 1,200-man medium security institution, and the other a 350-man medium security institution. The smaller institution was significantly more oriented toward rehabilitation than the larger institution. Brown found that the correctional officers at the larger institution, which was more oriented toward custody than rehabilitation, viewed the inmates as more aggressive and anti-social than did their counterparts in the rehabilitative setting. Brown hypothesized that in the more custodial setting, treatment staff needed to see themselves as agents of change. Therefore they made an attempt not to associate with correctional officers. In the more rehabilitative setting they felt their treatment philosophy was more accepted, and they therefore made an attempt to reduce the distance between themselves and the correctional officers. The result was that the attitude of the two groups toward the inmates became more rehabilitative and less custodial in nature.

The correctional officer's formal training prior to the academy training consists primarily of instruction in the skills and mechanics of security procedures (1000 Series of self-study modules) and the handling of inmates to maintain order and prevent trouble. Crouch (1980) argued that the real training occurs on-the-job under inmate testing and manipulation attempts. At the same time, correctional officer subculture pressures the inductees to conform to established security attitudes and behaviors. The primary measure of a correctional officer's success on-the-job is the degree to which authority is established in the management of inmates.

Inmates test inductee's reactions under "set-up" circumstances to see if the new correctional officer can be disregarded or used to inmate ends. The correctional officer subculture, on the other hand, encourages correctional officers to avoid the "social-worker" mentality and use intimidating behavior to establish authority over inmates. Thus, those who have become correctional officer´s believing in a treatment orientation are likely to encounter severe conflicts. Crouch (1980,p.89) noted "if change is to occur in prison, dynamic changes must focus on the officer subculture, which has the most direct contact with the inmates".

On the matter of the role of correctional officers and their relationship with inmate and other staff members in correctional institutions it was perhaps said best by David Fogel (1979), author of "... We are the living proof..." The justice model for corrections and advocate of what he calls the "justice model" of prisons, a model which would carry the due process beyond the formal stages of courts and into correctional institutions. With respect to correctional officers, Fogel (1979, p.69) said:

> While we have made some progress in the behavioral sciences and introduced new, promising programs into corrections, the correctional officer has remained the unaffected, even disaffected, professional fossil. Very little has touched him but the rhetoric of reform and treatment. He is rightly discouraged and angry. At the National

> Prison Congress meeting of 1870, the Secretary of the California Prison Commission pointed out that training of the correctional officer is the reform which needs to precede all other prison reforms for it contains in it the seed of all else as surely as the acorn contains the oak.

Training Trainers

The literature (Kerle,1981; Puckett,1981; Reed,1981) suggests that most inductees entering corrections do not do so to fulfill childhood dreams or as a culmination of a long academic career. Indeed, there appears to be an almost accidental or chance element in choosing correctional work. An important consequence of this lack of correctional institution related training or experience is that inductees entering the classroom segment may have no mental framework for interpretating or grasping the information given.

It was in response to this challenge that the American Correctional Association (ACA) (1981b) developed programs to train correctional officer trainers. Through the ACA program, staff trainers could (a) more accurately define training needs, (b) better organize training materials, (c) present training more professionally, and (d) develop other staff as trainers.

Endorsed by numerous professional corrections organizations, The Training Staff Trainers (TST), a competency-based process, as presented by ACA (1981b), offered several advantages for administrators in charge of human resources. First, the training concept was reinforced. By designating and training staff trainers, administration sent a clear message that training was an important part of the insitution's operations. This endorsement served to further the commitment of staff to training. Increased interaction between trainers and staff resulted in more accurate definition of training needs. The clearer the training need was defined, the more relevant the training could become for correctional officers.

Secondly, competency-based programs provided a method to upgrade training skills. All too often, training programs were assigned to staff who may be knowledgeable about content but who did not understand the training process. Competency-based programs presented a systematic approach to defining training needs by a comparison of needs assessments and job-task analysis. (These programs were not dissimilar to the competency - based approach of DACUM presently used by the Alberta Solicitor General's Staff College.)

Thirdly, competency-based curricula resulted in a usable product. The lesson plan, training materials, group exercises, and tests were packaged in a format for future use. A common problem with training programs existed when a turnover of trainers occured. The availability of an on-going resource eliminated the necessity to "re-invent the wheel" for each training session.

The ACA (1981a) cautioned that even though the competency-based process offered concrete advantages, several unresolved problems remained. For example, the selection of staff trainers ultimately affects the quality of training programs. (In Alberta institutions, a full-time staff trainer is usually employed [Assistant Deputy Director of Training or Correctional Officer III of training].) Care must be taken to ensure that the individual designated as staff trainer has both a commitment to quality training and the respect of the correctional officers. The literature (Kerle, 1981; Puckett,1981; Reed,1981) clearly indicates that whenever a staff trainer is appointed so as to remove that individual from direct care because of marginal job performance, the effect on training is disastrous.

Supervisors As Trainers

Since the selection of staff trainers poses a problem the next logical solution, according to Marjano (1981), is the development of supervisors as staff trainers. As the demand for quality training increases, the amount of time available for defining training needs, preparing materials, and presenting sessions becomes strained.

Marjano (1981) argued that using a system that trains supervisory staff in the key components of the basic training process was an obvious expansion of training. Those supervisors who master the concepts can provide training, prepare materials and plan lessons, and conduct future needs assessments and evaluations. Furthermore, supervisors may specialize in critical training areas, such as CPR, with the ongoing responsibility for orientation of new correctional officers, refresher training for veteran correctional officers, and upgrading specific training materials.

Curry (1977) stated that organizational benefits were also associated with the use of supervisory staff as trainers. First, the use of supervisory staff ensures that training has administration's endorsement. As a result, the ideas and innovations generated through training have a greater possibility of implementation. Thus, increasing the relevance of training for correctional officers.

Secondly, Curry (1977, p.44) contended that the training process produces better supervisors: "Preparation for the training forces the trainer to learn and relearn material that is covered, often leading to a re-evaluation and improvement of his/her present management techniques." Supervisors invariably find themselves in situations where they must "practice what they preach." Furthermore, when training sessions include exercises to improve existing problems within the institution, a better working relationship develops between correctional officers and supervisors.

Program Evaluation

Evaluation Defined

At the outset it was determined that the purpose of this research was to evaluate the induction program for correctional officers in Alberta -- Correctional Officers' Basic Training. Before doing so, it is first necessary to clearly determine the parameters of evaluation for the purposes of this research.

One of the first definitions of evaluation in education was proposed by Ralph Tyler in 1942 (Kaufman,1979, p.37). Evaluation was defined ". . . as the process of determining whether the objectives of a program have been achieved. . ." - - congruence between performance and objectives. Since then, the definitions that have appeared in the evaluation literature have been numerous and diverse (e.g., Wolf, 1970; Stufflebeam et al., 1971; Alkin,1972; Walberg, 1974; Popham, 1975; Cooley & Lohnes, 1976; Freeman, 1977; Fink & Kosecoff, 1980; Berk,1981). A critical review of these definitions revealed that there was a single common thread running through all of them: evaluation is the process of providing information for decision-making. This concept of evaluation as a decision-making tool was expressed most clearly in the definition by Stufflebeam et al.(1971, p.36): "the process of delineating, obtaining, and providing useful information for judging decision alternatives."

Outside the field of education there has been a particularly heavy emphasis on the application and utilization of scientific research methods in the definitions of evaluation related to public service. This component suggests a rigor and precision in evaluation

The definition of evaluation advanced for the purpose of this research was the one offered by Berk (1981, p.8) which constitutes an amalgam of both information for decision-making and research method:

"Evaluation is the process of applying scientific procedures to collect reliable and valid information to make decisions about an educational program."

Four elements were stressed by Berk (1981, p.11). First, the application of scientific procedures reflects the methodolgy of the research. Second, the collection of reliable and valid information qualifies the type of information and implies the use of formal data-gathering instruments (questionaires). Third, the making of decisions based upon the results designates the specific use of the information. Fourth, the preceding three elements are restricted to an educational program -- Correctional Officers' Basic Training. This focuses all evaluation activities on the assessment of program effects or product evaluation. The subsequent decisions about continuance, termination, or modification of the program are guided by the evidence of program effectiveness.

This definition reflected the traditional quantitative paradigm of evaluation as opposed to the qualitative paradigm. The prominent features of both approaches have been succinctly described by Reichardt and Cook (1979, p.9-10):

> . . . the quantitative is said to have a positivistic, hypothetic-deductive, particularistic, objective,outcome-oriented, and natural science world view. In contrast, the qualitative paradigm is said to subscribe to a phenomenological, inductive, holistic, subjective, process-oriented, and social anthropological world view.

Needs Assessment

The intent of this research was to turn away from the evaluation of the student on tests and such, and turn toward the evaluation of the program and its effectiveness in the organization and provision of the necessary on-the-job skills of a correctional officer by administering a needs assessment.

Needs assessment includes a large class of activities aimed at determining the needs that exist among a certain group of people (in this case, correctional officers in Alberta provincial institutions). If we assume that all programs exist to serve people with needs, then the importance of needs assessment can be seen. In essence, needs assessment is the "front end" of evaluation and, as Michael Scriven (1978, p.11) has put it, "it puts the value in evaluation." Evaluation completes the needs assessment by determining the extent to which needs have been met by a program intended to meet the needs.

Much more is known about evaluation than about needs assessment. A basic confusion with the term "needs assessment" stems from the fact that the data can be generated and analyzed in several different ways. The needs assessment literature takes as a premise the idea that the data and information produced will result in better decisions. Spitzer (1979) stated that needs assessment is often considered any process performed to aid individuals in designing desirable changes.

And what different people consider useful information seems to rule the way they interpret the term needs assessment. To each of these individuals needs assessment consists of different information producing techniques for data collection and/or approaches to analyzing information. Each method has its own label. Problems arise when these various types of data collection and/or interpretations are used in various combinations and the resulting processes are all called by one name -- needs assesment.

An examination of the literature (Bell,1977; Boone,1979; Spitzer,1979) suggested that the term needs assessment refers to several common components, which, depending on the individual writer, are included or grouped in different combinations. Some of the basic components contained in the various interpretations of needs assessments include: (1) survey research, (2) problem identification and diagnosis, (3) policy priority-setting, and (4) any other useful information-generating activities. To add further confusion there are additional techniques of problem-finding, problem-solving, and decision-making methodologies which are similar to the general thrust of needs assesment literature.

In short, needs assesment is used as an all-encompassing term for many information-gathering and/or analysis activities. Overlap often occurs between the assorted components of the term. What results from the many interpretations of the phrase is confusion on the part of the reader as to which one the literature (Bell, 1977; Boone ,1979; Spitzer, 1979) is referring. For instance, needs assessment to a statistician may connote methods of information collection whereas to an educator it could be a listing of issues and concerns which are feasible and manageable within a given school year. To call such widely differing processes assessment of need neither describes what is sought nor how to seek it unless one previously defines the subject in a specific manner. This is not to say that any better way has been identified, but rather to point out the problems and implications of the process of information collection at hand.

Boone (1979) stated that needs assessment is a process of defining the desired end of a given program. Needs assessment is an empirical process for defining the outcomes (of Correctional Officers´ Basic Training), and as such it is a set of criteria by which training programs can be assessed. Needs assessment is a tool which formally locates the gaps (needs) between current results and desired results, places these gaps (needs) in priority order, and selects those needs of highest priority for action.

Correctional Officers´ Basic Training In Alberta

As discussed here, staff training encompasses all policies of the Solicitor General of Alberta that are designed to improve the skills, knowledge, and effectiveness of correctional officers. It is a means of improving performance at all levels of operations so that the goals and objectives of the Solicitor General can be achieved on an efficient, sound and humane basis. This implies a total career development program from the time the employee enters the organization until he/she leaves.

Under these concepts staff training emerges as one of the essential functions of management, and the staff trainers become key members of the organization.

Policies supporting the staff training program may vary from agency to agency. Regardless, management must take steps to facilitate the implementation of the best staff training program within their grasp. This is precisely what the Alberta Solicitor General set out to do with the establishment of the Human Resource Services and the Staff College in 1982.

The testament to this achievement was in November, 1987 when the Alberta Solicitor General's Staff College was the recipient of the American Assocation of Correctional Training Personnel's International Award of Excellence for their Correctional Officers' Basic Training program.

The following historical sketch and evaluation of correctional officer training in Alberta was obtained during an interview with Mr. W.A. Du Perron, Director of Human Resource Services, in November 1987. The historical evolution of Alberta's Solicitor General's Staff College and Correctional Officers' Basic Training, as we know them today, began in 1977 with the initiation of the Criminal Justice Certificate Program -- a cooperative effort between Grant MacEwan Community College, Mount Royal Comunity College and Alberta

Advanced Education -- where three courses were delivered to correctional institutional staff. In 1982, Mr. W.A. Du Perron was hired to head up the Human Resource Services Branch of the Solicitor General and to develop a provincial training academy which included induction training for correctional officers. This resulted in the immediate consolidation of all training programs within the the Solicitor General -- motor vechiles, law enforcement, corrections, etc. -- under the auspices of Human Resource Services. Following this consolidation was an evaluation (audit) of all existing programs.

Basic Correctional Officers' Training (prior to 1983) and the Probation Officer Program were the only ones with an existing core of standard curricula. The Probation Officer Program consisted of three phases -- Phase I, II, and III. Each phase was a one-week course delivered at specified times -- Phase I in the first month of employment, Phase II at the sixth month period of employment, and Phase III at approximately the twelfth month of employment. According to DuPerron, the evaluation indicated that the nomenclature basic in Basic Correctional Officers' Training (BCOT) was appropriate, because Staff College found it to be sadly lacking in both quality of instruction and appropriateness of content. A further evaluation was undertaken using the model for instructor evaluation recommended by the Canadian Society for Staff Training and Development. The findings indicated that there were some glaring problems in the quality of instruction . There had not been any attempt at competency referencing, of any sort, and a needs analysis had not been developed before the program was delivered. The program had evolved as a patchwork of curriculum content based on the ideas of managers who thought that certain content should by necessity be either included or excluded in the program.

The result of this evaluation, based on the model used by the Canadian Society for Staff Training and Development, was almost the immediate development of new programs which were based upon DACUM competency profiles. In December 1983 a new Probationary Officer Program and the Correctional Officers´ Basic Training Program were developed based upon the standards of the American Correctional Assocation. The content as well as the time frame changed -- from seven weeks to five weeks for Correctional Officers´ Basic Training and the Probation Officer Course from a three-week Phase I, II, and III to a five-week training program.

The American Correctional Association (1983) Standards and Guidelines for the Development of Policies and Procedures in Adult Correctional

Institutions required that all new correctional officers receive 40 hours of orientation and training prior to assignment. This orientation/training should include, at a minimum, orientation to the purpose, goals, policies and procedures of the institution; working conditions and regulations, responsibilities, rights of the confined, and an overview of corrections.

The ACA further recommended that new correctional officers should also receive an additional 120 hours of training during the first year of employment, and an additional 40 hours of training each subsequent year of employment.

At present (ACS,1986), correctional officers in Alberta receive no fixed number of hours of orientation or training prior to assignment. However, each new correctional officer during his first year of employment will attend 200 hours of academy training -- Correctional Officers' Basic Training -- over and above the pre-academy training (1000 series) in security skills. The Alberta Corrections Review (Moyer,1979, p.370) recommended that this training should cover the following:

Security techniques
Offender assessment
Search & seizure of contraband
Inmate legal rights
Interpersonal communication skills
Offender supervision

Human relations
Escorts
Public relations
Self-defence
First aid/CPR
Policy and

Offender disciplinary procedures
Crisis intervention
Use of tear gas
Organizational/management skills

procedures
Investigative techniques
Administrative report writing

Furthermore, the American Correctional Assocation (1983,p.8) stated that the goals of the training provided to develop the knowledge and skills of correctional officers should include:

1) To improve skills of correctional officers for participation in supervision, classification and treatment of inmates.

2) To increase the effectiveness of correctional officers and thereby obtain greater efficiency and economy in operations.

3) To provide correctional officers the ability to recognize, understand and solve the problems which occur in the correctional institution.

4) To offer correctional officers opportunity for greater job satisfaction and broader career choices.

In view of these general goals, the American Correctional Assocation (1983, p.11) stated that correctional officers should also consider the following benefits of training:

- to advance in rank and salary
- to achieve personal development
- to develop ease in handling work assignments
- to develop sound judgement
- to acquire knowledge of occupational hazards
- to improve working conditions
- to increase dignity and pride in employment
- to develop a professional attitude

- to understand and practice the philosophy and policies of the institution
- to acquire job satisfaction

An additional result of the 1982 program evaluation at the Solicitor General's Staff College was that a significant number of staff which were previously assigned to training were reassigned to other duties. The ones deficient in teaching skills, or not having the potential of developing the teaching skills to the standard expected, were weeded out. As well, the recruiting standards for these positions changed; candidates were now required to have operational experience and preferably also managerial experience. Overall there was a much higher expectation of training staff, particularly at the supervisory or managerial level.

Correctional Officers' Basic Training , Living Unit Officers' Training Program, and Youth Worker Training Program have been since equated with 17 community college credits, which is equivalent to one half of the Criminal Justice Certificate. In other words, Correctional Officers' Basic Training gives correctional officers transferable credits equivalent to one year of study at Grant MacEwan Community College in Edmonton or Mount Royal Community College in Calgary.

Career Path -- Correctional Officers' Basic Training and Criminal Justice Certificate.

Correctional officers began their career path with regular screening and selection, physical fitness testing, 1000 Series of self-study modules, five week academy training (17 credits), and an additional six courses delivered in their own institution thus fulfilling the requirements for the Criminal Justice Certificate. There are four routes to choose in the career path: living unit officer, probation officer, youth worker and caseworker. These opportunities for career advancement were not available prior to 1982; once a correctional officer, always a corrrectional officer.

Furthermore, if correctional officers wish to complete a professional certification -- a degree from the University of Athabasca (9 university courses out of a choice of 22) -- the tuition will be paid by the Solicitor General. The Staff College is the only staff training academy for correctional officers in North America that has such a highly developed professional development program. Since offering this professional development incentive in 1985, 2500 course enrollments have been submitted, representing approximately 20 percent of the correctional staff involved in either college or university courses.

Summary

The literature presented in this chapter substantiates the view that entry into the field of corrections must be preceded by a well designed training program in order to provide the new correctional officer with the attitudes, skills and knowledge to function within the increasingly complex environment of a correctional institution. Competency profiles developed from recent research have demonstrated which training experiences will best prepare correctional officers to meet the actual on-the-job demands. The clearer the definition of the training need, the more relevant the training becomes for correctional officers. Competency-based programs present a systematic approach to defining needs by a comparison of needs assessments and job-task analyses.

For the purposes of this research, assessment is a formal process of gathering evidence which results in a description being provided of current outcomes and compared to expected or desired outcomes. It is determining and comparing what is taking place -- the comparsion of data with criteria.

Needs are the stated differences between the "is" and the "should be." If what the correctional officer presently knows is subtracted from the total of what should be known, it can be determined what needs should be fulfilled through training.

An important consideration of any comprehensive correctional officer training program is expanding the role of correctional officer from that of mere custodian. In order to cope with the variety of duties, the correctional officer must acquire the appropriate skills and knowledge from training.

A comprehensive, well-organized training program that strives to meet the goals and objectives of the American Correctional Assocation and the Alberta Solicitor General is essential. In conjunction with the institutional training, the academy training, and work performance evaluations, correctional officers should also consider the outside resources of Grant MacEwan Community College, Mount Royal Community College, Athabasca University, and inservice programs at Staff College to improve their skills.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter contains a description of the research methodology employed for this study. The chapter is divided into two sections: section one describes the research design, including the construction and validation of the instrument and the sampling procedures; section two reviews the data procedures, including data collection, return rates and data analyses.

Research Design

The research design was concerned with both describing Correctional Officers´ Basic Training in terms of inputs, processes, and outputs, as well as determining the impact it has had on correctional officers ability to perform their duties.

The methodology incuded the administration of a needs assessment to graduates of the Correctional Officers´ Basic Training program between the years of 1982 and 1987. The primary purpose of the needs assessment was to determine the perceived effectiveness of the skills obtained during Correctional Officers´ Basic Training and those skills required on-the-job. By identifying the specific nature of correctional officers' needs future, programs may be designed and instruction prescribed that would meet those needs.

For the purpose of this research, Kaufmamn's (1979) Alpha needs assessment model was used. This model, also known as an "external" type, concerns itself with the degree to which individuals have the ability to survive and contribute after exiting from that educational agency. In other words, this needs assessment determines discrepancies in results and objectives for the end of a program.

The evaluation of the Correctional Officers' Basic Training program was achieved by using the following techniques: (a) survey of correctional officers' attitudes regarding their personal experiences and the objectives of the Correctional Officers' Basic Training program; (b) survey of correctional officers' opinions regarding their training needs in terms of their on-the-job experience and how those needs were reflected in the Correctional Officers' Basic Training program; (c) survey of institutional first line-supervisors' opinions on the relevance of Correctional Officers' Basic Training and the skills required for correctional officers on-the-job; and (d) survey of the instructional staffs' opinions at the Solicitor General's Staff College.

The premise of this approach is that any process must ultimately be judged by outcomes -- how well or how poorly the correctional officer is able to perform in the correctional institution. Therefore, Correctional Officers' Basic Training is best evaluated in the environment external to the Staff College and in the operational world in which correctional officers work.

This research was not concerned with evaluating curriculum design and delivery, but rather with a broader set of concerns dealing with "what should be taught, and why?" This research design was first concerned with obtaining valid information on training outcomes, and then on identifying possible means for achieving them.

Instrumentation

The primary mode of data collection involved three questionnaires - - ex-inductee questionnaire, trainers' questionnaire, and supervisors' questionnaire. The ex-inductee questionnaire, which served as the basis for the other two, was administered to correctional officers that graduated from Correctional Officers' Basic Training between the years of 1982 and 1987 in twelve cooperating provincial correctional institutions. The same basic questionnaire, with appropriate modifications, was administered to the personnel responsible for training in the same cooperating institutions, as well as to training managers at Staff College. A further modified questionnaire was administered to the first-line supervisors (CO III's) in charge of work performance evaluations in the same cooperating institutions.

The questionnaires were developed from the relevant literature on correctional officer training, ideas obtained from the Correctional Officers' Basic Training curriculum, discussions with correctional officers, and discussions with the Director of Human Resource Services, Mr. W.A. Du Perron, and the Director of Personnel, Mr. H. Geddes. The questionnaires were developed under three main headings: Section I, Personal Information; Section II, General Information; and Section III, Program Evaluation.

Section I of the questionnaires, designed for the purpose of collecting personal data, included such elements as age, sex, level of education, length of employment, etc. In addition, specific questions regarding correctional institution location and job classification were also included.

Section II of the questionnaires was designed for the purpose of of collecting data on some of the other salient characteristics of correctional officers' training. For example, what motivated these individuals to pursue a career in corrections, their impressions regarding the pre-and post-academy training, and their future training ambitions.

Section III was designed to collect data on specific aspects of program delivery. Respondents were asked to indicate preference of learning location (Staff College, on-the-job, or a combination of both) and to rate the effectiveness of sixty individual course topics in the provision of the necessary on-the-job skills.

The questionnaires were administered anonymously to encourage candid responses and to eliminate the possibility of retaliation at a later date if the answers were perceived as negative about the present program or about training personnel at Staff College. A disadvantage of administering the questionnaires anonymously was in the difficulty of conducting a follow-up of non-respondents.

Each questionnaire consisted of items that were rated on a five-point Likert scale from very important to not very important, as well as open-ended questions which allowed for written responses. The supervisors' questionnaire, in particular, was designed to encourage written responses due to the fact that the majority of first-line supervisors were in the system prior to 1982, and some general information questions seemed less applicable.

A copy of the final form of the three questionnaires is included in Appendix A.

Validation of the Questionnaires

In order to establish content validity of the three questionnaires, they were distributed to six individuals presently employed with the Alberta Solicitor General´s Correctional Services (one senior manager, two first-line supervisors, one training manager, and two correctional officers). These individuals were requested to review the questionnaires for clarity, format and content. All reviewers made comments regarding the content, appropriateness of item wording, item sequencing, and length of time for completion.

The questionnaires were then perused by Dr. A.G. Konrad, the researcher´s thesis advisor. Responses received from the reviewers resulted in minor revisions of the questionnaires. The items were considered to be appropriate with logical sequencing, and some minor modifications were made to item wording to improve clarity. After making the proposed changes, a final draft of the three questionnaires was constructed.

The three questionnaires were also scrutinized and then approved for administration by Mr. W.A. DuPerron, Director of Human Resource Services, and Mr. H. Geddes, Director of Personnel. Notification and explanation of the purpose and methodology of the research was sent to the directors and senior staff of each of the participating institutions by the Director of Human Resource Services.

The union representatives of the Solicitor General´s correctional employees were briefed on the purpose of the research and their cooperation was solicited, and reassurance was given regarding the non-obligatory nature of their member´s participation. In addition, clarification was given in respect of the fact that the research was being undertaken by a private researcher affiliated with the University of Alberta in cooperation with the Solicitor General .

Finally, the approval of the Deputy Minister responsible for the Correctional Services Branch of the Solicitor General, Mr. J. Davies, was solicited and secured. In each case, the people identified were extremely cooperative and enthusiastic in their support.

Sampling

The Human Resource Services Branch of the Solicitor General provided a list of graduates of Correctional Officers' Basic Training between the years 1982 and 1987, and their respective institutions at the time of training. There was a total population of 342 graduates of Correctional Officers' Basic Training during this five-year period. However, there was no way of determining whether all of the 342 graduates were still employed within the system and still at their orginal institution. Consequently, it was assumed that the total population was relatively static.

It was decided to use a 60 percent sample, a sample of 205 graduates of Correctional Officers' Basic Training. To ensure an equal representation of respondents across the province, 60 percent of the participants at a given institution were randomly selected. For example, if institution X had 10 graduates between 1982 and 1987, six were randomly selected. Since the total population of trainers was only six they were all invited to participate. Similarly, the total population of 24 first-line supervisors responsible for work performance evaluations in the respective institutions was invited to participate.

Data Procedures

Data Collection

The assistance of the Staff College and the institutional training managers was vital in data collection. The information packets (235) were hand delivered to the Staff College, which in turn delivered institutional bundles to the individual training managers for distribution to random selected ex-inductees and to first-line supervisors. If an ex-inductee on the list was no longer in the institution, or in the system, the trainer was instructed to pass on the information packet to another individual who had completed Correctional Officers' Basic Training between 1982 and 1987.

Each information packet included: (1) a solicitation letter which outlined the study procedures; (2) a questionnaire; and (3) a self-addressed stamped envelope. These items are included in Appendix B. Upon completion, the respondents were requested to place the questionnaire in the envelope provided and to mail it to the researcher.

Three weeks following the initial delivery of the information packets to the Staff College a formal follow-up letter was sent to the director of each cooperating institution. The directors were asked to have this letter read to correctional officers during shift muster and to encourage those correctional officers participating to fill in and return their questionnaires as soon as possible.

Data Return

A total of two hundred and thirty-five questionnaires were distributed; a total of 113 questionnaires were completed and returned by November 30, 1987. Table 1 summarizes information related to distribution and return of questionnaires.

Table 1

Rate Of Return

Respondent	Distribution Sample	Questionnaires Number	Returned Percent
Ex-inductees	205	93	45.3
Trainers	6	6	100.0
Supervisors	24	14	58.3
Total	235	113	48.1

Data Analyses

The survey instruments were constructed to facilitate key punching of raw data. The data were then transfered directly to computer files by Mrs. Chris Prokop in Department of Educational Administration, University of Alberta. Open-ended responses were aggregated by topic through content analysis.

The following statistical analyses were utilized in this study:

(1) Frequency and percentage distribution were used to describe the personal data.

(2) Frequency and percentage distributions were used to describe the responses to the general information items.

(3) Percentage distributions were used to describe the responses to items were frequency would be less descriptive.

(4) Percentage distributions were used to describe the learning location preferences of the respondents

(5) Means were computed for ranking program items which were rated high or low according to their degree of effectiveness.

(6) Written responses were categorized and then frequency distributions were developed.

Summary

This chapter provided an overview of the research design and data procedures. The sample correctional officers who graduated from Correctional Officers´ Basic Training between 1982 and 1987, institutional training managers seconded to Staff College during the duration of the Correctional Officers´ Basic Training program offered in November - December 1987, and supervisors responsible for administering the Work Performance Evaluations to recent graduates of Correctional Officers´ Basic Training.

The data were collected by questionnaires composed of three sections: Section I, Personal Information; Section II, General Information; and Section III, Program Evaluation.

The data analyses consisted of frequency distributions, means and ranks, and the results are reported in the next chapter.

CHAPTER FOUR

DESCRIPTIVE RESEARCH FINDINGS

The purpose of this research was to determine the degree of effectiveness of Correctional Officers´ Basic Training in providing on-the-job skills for correctional officers in Alberta´s correctional institutions.

Three questionnaires were used in this research. These questionnaires were designed to identify the perceptions of ex-inductees, trainers and supervisors of how effective Correctional Officers´ Basic Training is in the provision of on-the-job skills.

The purpose of this chapter is to present the information collected by these questionnaires. It is divided into three main sections: the first section is devoted to the data collected from the ex-inductee questionnaire; the second section is devoted to the trainers´ questionaire; and, the third section is devoted to the supervisors´ questionnaire. Each of these sections is further sub-divided into personal information, general information and program evaluation.

Ex-Inductee Questionnaire

Personal Information

The characteristics of the respondents varied in many ways; however, overall the similarities of the respondents is much greater than the variations. The majority of the group were Correctional Officer II's (86 %), 77 percent were male, between the ages of 21 and 40 years old (79.5 %), had been employed by the Solicitor General between 2 and 5 years (64.5 %), and 66 percent had some postsecondary education. It appears that the Solicitor General is recruiting a young and well educated candidate to make the best correctional officers possible. This, of course, may have tremendous implications for the future education and/or training needs of correctional officers. Moreover, these characteristics may affect a stable work force with the ability to work within an ever increasingly complex and demanding environment; it would appear that people with these characteristics are inclined to be more adaptable and less transient.

Response rate. Initially, a high response rate was not expected due to the anticipated effects of a series of factors, such as a generally high level of indifference displayed by employees towards their employers nationwide, a generally high degree of disregard for education and/or training of any sort, and a general sense of job dissatisfaction among employess of large institutions. The overall return rate was approximately 45 percent. A characteristic of the response rate worth noting was the overall positive tone of the responses, particularly, in the open-ended questions in Section III. Since the experience of Correctional Officers' Basic Training is one of relatively recent memory for the ex-inductees these responses deserve special attention. The concerns voiced may not be inconsistent with observations raised by supervisors, or others, and deserve remedy.

Table 2 shows the institution, number of questionnaires sent to the respective institution, number of responses and response rate.

As Table 2 shows, the response rate ranged from a low of 25 percent in the "other" category, to a high of 69 percent at the Lethbridge Correctional Centre. These variations may be attributed to the degree of support given the research by institutional senior managers or by informal influences within the institution. The response rate may also be indicative of the individual correctional officer's positive or negative attitude towards the training experience.

Table 2

Response Rate of Ex-Inductees by Institution

Institution	Sample	Return	Response (%)
Belmont	2	0	0
Calgary Corr. C	10	5	50
Calgary Remand	32	17	53.1
Edmonton Remand	40	12	30
Fort Sask. Corr. C	32	21	65.6
Grande Cache C.C.	24	7	29.2
Lethbridge Corr. C	16	11	68.8
Peace River C.C.	37	11	29.7
Red Deer Remand	0	4	**
St. Paul Corr. C.	8	4	50
Other	4	1	25
Total	205	93	

** Since Red Deer Remand is a new institution it was not included in the orginal list of C.O.B.T. graduates provided by Staff College and, as a result, no questionnaires were sent. However, in the instructions for the distribution of the information packets to the individual institutions a request was made that if an individual was no longer at the orginal institution, the information packet either be forwarded to them or passed on to another C.O.B.T. graduate. In at least four cases the information packets were forwarded to Red Deer Remand explaining the returned responses of 4.

Table 3 shows the distribution of respondents by job classification. By far the majority (86%) of the respondents were classified as Correctional Officer II (CO II). This heavy concentration of CO II´s was to be anticipated since they represent the vast majority of correctional officers throughout the provine. The CO II classification is an automatic re-classification granted to CO I´s after they successfully complete their probationary year. The Living Unit Officer classifications, for example, though found in the majority of institutions, are specialized positions and represent a small percentage (less than 10%) of correctional staff. This would also indicate that correctional officers are most likely to be promoted through the correctional officer ranks, rather than the second option of Living Unit Officer which requires additional training and accreditation.

Table 3

Response Rate by Job Classification

Classification	Frequency	Percent
CO I	5	5.4
CO II	80	86.0
CO III	-	-
LU I (CSW I)	5	5.4
LU II (CSW II)	1	1.1
LU III (CSW III)	2	2.2
	93	100.0

Employment. Table 4 presents data on the length of time the ex-inductee respondents have held their present job classification, and data on the duration of employment for ex-inductee respondents .

Table 4

Duration Of Present Job Classification and Employment of Ex-Inductees

Length	Frequency	Percent
Job Classification		
1 year or less	23	24.7
1 to 2 years	22	23.7
2 to 3 years	29	31.2
3 to 5 years	15	16.1
5 to 10 years	3	3.2
more than 10 years	1	1.1
	93	100.0
Employment		
1 year or less	5	5.4
1 to 2 years	18	19.4
2 to 3 years	36	38.7
3 to 5 years	24	25.8
5 to 10 years	7	7.5
more than 10 years	3	3.2
	93	100.0

Ninety-six percent of the respondents had one or more years of service in the institution prior to the time of the research. This gave their responses greater weight knowing they have had the opportunity to assess the value of the knowledge and skills taught during Correctional Officers' Basic Training in a practical situation over an extended period of time. Although the nature of institutional life would offer most correctional officers the opportunity to experience all the situations which could possibly confront them during initial exposure to inmates, the extended experience virtually guaranteed it, thus it added further credibility to their responses.

Age. Table 5 presents the age distribution of the ex-inductees. The largest group was in the 21 to 30 year range (46.2 %). This may have been anticipated since Correctional Officers' Basic Training provides an induction into corrections and does not provide additional training for veteran correctional officers. The seven respondents in the 51 to 60 year range may have been military retirees looking at corrections as a second career. Furthermore, this group may have accounted for most of the over 40 year range (19.3%).

Table 5

Age Distribution Of Ex-Inductees

Age	Frequency	Percent
less than 21 years	1	1.1
21 to 30 years	43	46.2
31 to 40 years	31	33.3
41 to 50 years	11	11.8
51 to 60 years	7	7.5
	93	99.9

Gender. Table 6 presents data on the gender of the respondents. Corrections has traditionally been a male-dominated vocation and these findings clearly substantiate this tradition -- 77 percent were male.

Table 6

Gender Of Ex-Inductees

Gender	Frequency	Percent
Male	72 (170) *	77.4 (42.4)**
Female	21 (35) *	22.6 (60) **
	93	100.0

* Orginal size of sample
** Return rate calculated to sample of females or males

Of the orginal 205 questionnaires, 170 were distributed to males and 35 were distributed to females. The return rate for male respondents was 42 percent, while that for female respondents was 60 percent. The difference in return rate may reflect the variation in the effect of the training experience on females compared to that on males. It could be inferred that the experience had a greater positive or negative impact upon females than it did on males. Perhaps females were more willing to express their perceptions about this experience than were males.

Educational attainment. Table 7 presents data on the highest level of educational attainment of ex-inductees. In recent years the Solicitor General placed greater emphasis on educational attainment as a measure of success in Correctional Officers' Basic Training and future career advancement. This was evident with its role in the establishment of the Criminal Justice Certificate programs at Grant MacEwan Community College and Mount Royal College, as well as course offerings through Athabasca University and Simon Fraser University.

Table 7

Highest Level of Educational Attainment
of Ex-Inductees

Level	Frequency	Percent
Grade 10 or less	1	1.1
Grade 10 or more	9	9.8
Completed high school	21	22.8
Some non-university	16	17.4
Completed non-university	23	25.0
Some university	15	16.3
Completed university degree	7	7.6
No answer	1	—
	93	100.0

Only eleven percent of the respondents had less than high school completion, 23 percent had completed high school, while the majority (76.3%) had some postsecondary education. The levels of educational attainment reported in Table 7 provide an indication of the perception that the attainment of a postsecondary diploma or degree is an employment prerequiste. Of the 93 repondents, 23 had completed a non-university certificate/diploma program and five had completed a university degree. While an additional 31 had either some non-university or university postsecondary education.

General Information

This section provides an overview of what motivated the ex-inductees to become correctional officers,the length of their employment, their level of confidence, applicability of training, training location and method, induction experience, post-training involvements, and physical fitness.

Motivational factors. Table 8 presents seven factors that may have motivated the ex-inductees to become correctional officers. As shown in Table 8, the ex-inductees indicated that security of employment, interesting and responsible job, good salary and fringe

Table 8

Motivational Factors in Becoming a Correctional Officer

Factor	Most Important 5	4	Moderately Important 3	2	Least Important 1
Geographic location of the institution	16.9	16.9	32.6	13.5	20.2
No other suitable employment available	17.8	11.1	30.0	17.8	23.3
Career advancement prospects	18.2	34.1	29.5	6.8	11.4
Good salary and fringe benefits	22.8	42.4	22.8	7.6	4.3
Security of employment	46.7	37.0	12.0	4.3	0
Interesting and responsible job	24.4	46.7	16.7	10.0	2.2
A desire to help people in distress	6.7	16.9	30.3	22.5	23.6

benefits, career advancement prospects, and geographical location of the institution, in this order, were rated as most important to important by the majority. These factors certainly could be considered traditional reasons for seeking employment with the provincial government. It may be worthy to note, that "no other suitable employment available" was rated as either being "most important, important or moderately important" by the majority (58.9%). Moreover, all the respondents underwent their training during a period of economic recession in Alberta, yet the suggestion that "no other suitable employment was available" was rejected by 41 percent. It can be inferred, perhaps, that they sensed an element of failure or judgment regarding job prospects was attached to the question.

Length of employment. Table 9 provides data on how long the ex-inductees were employed in their respective institutions prior to Correctional Officers' Basic Training, and on when ex-inductees felt induction training should take place. This is an interesting opportunity to look at an example of when something is done compared to when its participants think it should be done.

As indicated in Table 9 the vast majority (86.1%) of the ex-inductees felt that Correctional Officers' Basic Training should occur within the first six months of employment, with the bulk of this group (38.7%) citing three to six months as the optimal period. In reality, according to Table 9, only 49 percent of ex-inductees received their induction training within the first six months of employment. It may be worth noting that 30 percent of ex-inductees received their training in the nine-month to one-year period of their employment, and only four percent of ex-inductees felt this to be an optimal time.

Table 9

Distribution of Ex-Inductees´ Perceptions of Length of Employment Prior to Correctional Officers Basic Training

Length	Frequency	Percent
Actual Length		
0 to 1 month	7	7.5
1 to 3 months	11	11.8
3 to 6 months	28	30.1
6 to 9 months	19	20.4
9 months to 1 year	28	30.1
	93	99.9
Optimal Length		
Immediately	14	15.1
1 to 3 months	30	32.3
3 to 6 months	36	38.7
6 to 9 months	9	9.7
9 months to 1 year	4	4.3
	93	100.1

Level of confidence. The greatest number of questions in this section attempted to draw out from ex-inductees how confident they felt about attending a protracted five-week training course and how confident they felt in their ability to perform their duties as correctional officers as a direct result of Correctional Officers´ Basic Training.

Table 10 presents data on how confident ex-inductees were about attending Correctional Officers´ Basic Training based upon past experience and academic qualifications. The vast majority (79.6%) of the respondents felt either very confident or confident in attending Correctional Officers´ Basic Training at Staff College.

Table 10

Level of Confidence of Ex-Inductees
in Attending Correctional Officers´ Basic Training

Level		Frequency	Percent
Very confident	5	42	45.2
Confident	4	32	34.4
Moderately	3	16	17.2
Somewhat	2	3	3.2
Not very confident	1	0	0
		93	100.0

Table 11 presents data on how confident the ex-inductees were in their ability to perform their job as a result of the training received at Correctional Officers Basic Training. Sixty-one percent of all respondents rated their degree of confidence in their ability to perform their duties as either very confident or confident whereas, only 2.2 percent rated themselves as not very confident.

Table 11

Level of Confidence of Ex-Inductees in Their Ability to Perform Their Job as a Result of Correctional Officers´ Basic Training

Level		Frequency	Percent
Very confident	5	25	26.9
Confident	4	32	34.4
Moderately	3	29	31.2
Somewhat	2	5	5.4
Not very confident	1	2	2.2
		93	100.1

When these findings were coupled with the sense of confidence the ex-inductees felt regarding the 1000 Series of pre-academy self-study modules in security skills, it was comparable. When asked how confident they were to perform their duties as correctional officers as a result of Correctional Officers´ Basic Training, the majority expressed confidence they could do the job based on the knowledge and skills gained during academy training. This display of confidence could possibly account for the reason why only nine percent saw the 3000 Series of Work Performance Evaluations as very important.

Applicability of training. Correctional Officers´ Basic Training is comprised primarily of two major skill areas: offender management and security skills. A major indicator of the effectiveness of Correctional Officers´ Basic Training was drawn from the questions regarding the applicability of the material taught in these two skill areas to the actual duties of a correctional officer.

Table 12 shows how applicable the offender management and security skills taught during Correctional Officers´ Basic Training were to the actual duties of a correctional officer. Only 28 percent of the respondents felt that the offender management skills taught during Correctional Officers´ Basic Training were either very applicable or applicable to their actual duties as correctional officers. On the other hand, Table 12 also indicates that 55 percent of the respondents felt that the security skills taught during Correctional Officers´ Basic Training were either very applicable or applicable to their actual duties as correctional officers.It would appear that the ex-inductee learned very effectively how to do the mechanical aspects of lock up, counts, etc., but the same could not be said for the affective part of the job. Thus, one could conclude that Correctional Officers´ Basic Training was far more successful in fulfilling the immediate job related needs of correctional officers with their security skills training than with offender management training.

Table 12

Degree of Applicability of Offender Management and Security Skills Training as Perceived by Ex-Inductees

Applicability		Frequency	Percent
Offender Management			
Very applicable	5	6	6.5
Applicable	4	20	21.7
Moderately	3	32	34.8
Somewhat	2	21	22.8
Not very applicable	1	13	14.1
		93	99.9
Security Skills			
Very Applicable	5	18	19.4
Applicable	4	33	35.5
Moderately	3	22	23.7
Somewhat	2	16	17.2
Not very applicable	1	4	4.3
		93	100.1

Offender management is concerned with the effective use of interpersonal skills in order to reduce potential conflict and enhance the correctional officer/inmate relationship. Whereas, security skills are concerned more with the day by day operation of a secure institution. In simplistic terms, one attempts to achieve harmony through the use of affective human behaviour and the other through control. Correctional officers were relatively evenly split over which method was the best to use. When asked what they felt the greater emphasis of Correctional Officers' Basic Training should be - - offender management or security skills - - this assertion was proven correct. As Table 13 demonstrates, 47 percent felt greater emphasis should be placed on offender management while 51 percent felt greater emphasis should be placed on security skills.

Table 13

Correctional Officers Basic Training Emphasis
as Perceived by Ex-Inductees

Emphasis	Frequency	Percent
Offender Management	42	47.2
Security Skills	45	50.6
Both	2	2.2
No answer	4	---
	93	100.0

Training location and method. Table 14 presents the data regarding the most to least effective/ acceptable method of further education and/or training for correctional officers. Sixty-seven percent of the ex-inductees felt that refresher courses at Staff College would be either a very effective/acceptable or an effective/acceptable method and location. However, 76 percent of the ex-inductees saw inservice training at the institution to be either a very effective/acceptable or effective/acceptable method and location for further training. Only 29 percent considered part-time extension or correspondence courses as either very effective/acceptable or effective/acceptable alternative for further education. The results indicated an overall preference for inservice training at the institution for method and location of further training.

Table 14

Distribution of Responses Regarding the Effective and Acceptable Methods of Further Education and/or Training as Perceived by Ex-Inductees

Method	Very effective/ acceptable			Not very effective/ acceptable	
	5	4	3	2	1
Part-time extension or correspondence courses through community colleges or university.	5.6	23.7	31.5	27	11.2
Refresher courses at Staff College.	35.2	31.9	22	6.6	4.4
In-service training at the institution.	41.8	34.1	14.3	6.6	3.3

The induction experience. Correctional Officers' Basic Training proceeds through three distinct phases of correctional officer training. Phase I consists of the 1000 Series of pre-academy self-study modules in security skills; Phase II includes the 2000 Series or academy training at Staff College for five weeks; and Phase III comprises the 3000 Series of work performance evaluations in the institution following the academy training. Table 15 provides the ex-inductees' evaluation of the 1000 Series, Table 16 the ex-inductees' reaction to the induction experience at Staff College and Table 17 with the 3000 Series.

Table 15 indicates that 52 percent felt that the 1000 Series of self-study modules in security skills had either very adequately or adequately prepared them for the security skills component at the Staff College portion of Correctional Officers' Basic Training. Forty-one percent felt that the completion of the 1000 Series either contributed very much or significantly to their individual success at Staff College, and 49 percent felt that the 1000 Series was either a very important or an important part of the training process.

Table 15

Ex-Inductees Perceptions of the 1000 Series
as Preparation for the Security Skills,
as a Factor in Individual Success and
Their Importance in the Training Process

Perception	Scale	Frequency	Percent
Preparation for Security Skills			
Very adequately	5	19	20.9
Adequately	4	28	30.8
Moderately	3	23	25.3
Somewhat	2	14	15.4
Not very adequately	1	7	7.7
No answer		2	----
		93	100.1
Factor In Individual Success			
Very much	5	16	17.4
Significantly	4	22	23.9
Moderately	3	30	32.6
Somewhat	2	18	19.6
Not very much	1	6	6.5
No answer		1	---
		93	100.0
Degree Of Importance In the Training Process			
Very important	5	18	20.0
Important	4	26	28.9
Moderately	3	25	27.8
Somewhat	2	15	16.7
Not very important	1	6	6.7
No answer		3	---
		93	100.1

The academy training portion of Correctional Officers′ Basic Training is five weeks in duration. All five weeks were spent at the Solicitor General′s Staff College in Edmonton with the exception of weekend trips home. It was asserted by some that this five weeks away from home might have a negative effect on the learning capacity of some inductees.

Table 16 shows the reaction of ex-inductees to the induction experience.The length of stay at the Staff College was either a positive experience or an experience with no related personal problems for 68 percent of the respondents. However, it proved to be a very difficult experience for twelve percent of the ex-inductees.

Table 16

Reaction to the Induction Experience as Perceived by Ex-Inductees

Perception	Frequency	Percent
Positive experience	26	30.2
No related problems	34	37.5
OK because of weekend trips	16	18.6
Very difficult experience	10	11.7
No answer	7	----
	93	100.0

The ex-inductees were also asked how important they felt the 3000 Series of work performance evaluations was to the training process. Table 17 indicates that 41 percent perceived that the 3000 Series was not very important or only somewhat important in the training process; an additional 32 percent felt it was moderately important. It was also worth noting that only nine percent felt that the 3000 Series was an important part of the training process.

Table 17

3000 Series - Work Performance Evaluations
Degree Of Importance In The Training Process
As Perceived By Ex-Inductees

Scale		Frequency	Percent
Very Important	5	8	9.0
Important	4	17	19.1
Moderately	3	28	31.5
Somewhat	2	16	18.0
Not very important	1	20	22.5
No answer		4	--
		93	100.1

Post-training involvements. As mentioned earlier, correctional institutions provide an extremely complex and demanding environment in which to work. As a result, the Solicitor General requires correctional officers that can readily adapt to the environment and

Table 18

Actual and Desired Education and/or Training Involvements Since Completing Correctional Officers Basic Training

Involvement	Frequency	Percent
Actual		
C.O. Leadership Devel.	3	4.9
Community College	29	47.5
Correspondence	12	19.7
Extension	2	3.3
Prof. Devel. Staff College	2	3.3
Other	13	21.3
No Answer *	32 *	----
	93	100.0
Desired Highest		
C.O. Leadership Devel.	13	17.8
Community College	10	13.7
Correspondence	18	24.7
Extension	2	2.7
Prof. Devel. Staff College	16	21.9
No Further Educ. Desired	7	9.6
Other	7	9.6
No Answer	20	---
	93	100.0

* It was assumed that no response to this question is translated to mean that the respondent did not participate in any education and/or training.

incorporate new ideas to facilitate change. A measure of this adaptability is reflected in educational pursuits following induction. The Solicitor General has made a substanial commitment to the continuing professional development of its correctional staff.

Correctional officers were asked what educational involvements they have had since completing Correctional Officers´ Basic Training and what is their desired highest level of education.

The majority of correctional officers have already been involved in some form of further education and/or training, and an even larger percentage plan to pursue some form of further education and/or training. Table 18 indicates that 66 percent had taken some further education and/or training since graduating from Correctional Officers´ Basic Training. Table 18 also indicates that 71 percent planned to pursue some form of further education and/or training. This certainly demonstrates an interest by correctional officers in future professional development.

Physical fitness. One of the most hotly debated aspects of Correctional Officers´ Basic Training among existing institutional staff is its physical fitness testing component. Those that strongly oppose physical fitness testing for inductees argue that it is of no use just testing the inductees once and forgetting about it, and then not testing the veteran correctional officers at all. Those that support physical fitness testing argue that physically fit correctional officers who are more likely, than not, to stay fit are more capable of responding in a critical situation.

Table 19

Distribution of Responses Regarding the Contribution Of Physical Fitness Testing and the Value of a Physical Fitness Follow-up

Scale		Frequency	Percent
Physical Fitness Testing			
Very much	5	29	31.2
Significant	4	21	22.6
Moderately	3	22	23.7
Somewhat	2	7	7.5
Not very much	1	14	15.1
		93	100.1
Physical Fitness Follow-up			
Very much	5	34	36.6
Significant	4	19	20.4
Moderately	3	14	15.1
Somewhat	2	10	10.8
Not very much	1	16	17.2
		93	100.1

The ex-inductees were asked whether the physical fitness component made a worthwhile contribution to their ability to perform the job and whether a follow-up to the physical fitness component of Correctional Officers' Basic Training at their institution would be worthwhile. Table 19 indicates that approximately one half (53.8 %) felt that the physical fitness component contributed either very much or significantly in their ability to perform their jobs. It would also appear from Table 19 that slightly over half of the respondents (57 %) would like to incorporate some form of physical fitness training into the institution.

Program Evaluation

In this section, instead of asking respondents simply to evaluate the course topics, ex-inductees also assessed their learning location preference, effectiveness of instructional methods, support services at Staff College, and trainers.

Learning location preference. The physical context for the various aspects of Correctional Officers' Basic Training has been the subject of on-going debate since its inception. It has been suggested that training could best take place at the Staff College with the benefits of full-time trainers and appropriate facilities. Some take the position that it should be undertaken at the institution where the inductee may immediately apply his/her knowledge and skills. Others believe that a combination of the resources of Staff College and on-the-job training at the institution be utilized for optimal results.

In respect to learning location, the ex-inductees´ preference changed with the topic. The ex-inductees were asked for their opinion on what location they thought each of the topics of Correctional Officers´ Basic Training would best be learned.

The course topics in Table 20 are aggregated by ex-inductees learning location preferences. Generally speaking, the practical, security or operational procedures were seen as best learned on-the-job, whereas the more "theoretical" offender management topics were seen as best learned at Staff College. In addition, it is interesting to note that a consistently high percentage of ex-inductees felt that a combination of both was the best alternative.

Table 20

Percentage Distribution of
Learning Location Preferences
Of Ex-Inductees

Topic	Staff College	On-the-job training	Combination of both
Staff College			
Legal aspects	54.9	9.9	35.2
Anatomy of a set-up	56.5	10.9	32.6
Report Writing	50.5	17.2	32.3
Federal/Prov Agreement	56.5	13.0	30.4
Individual Rights and Freedoms	56.5	6.5	37.0
Young Offenders Act	63.0	9.8	27.2

Table 20 (continued)

Chemical Agents	52.2	10.9	37.0
Hostage Behaviour	53.3	7.6	39.1
Alberta Voc. Centre	55.3	16.5	28.2
Native Counl Services	49.5	17.6	33.0
CSW Series (career)	56.8	13.6	29.5
C.P.R.	47.8	13.0	39.1
First Aid	47.8	13.0	39.1
On-the-job			
Dress & Deportment	19.4	49.5	31.2
Institutional Design	23.7	45.2	31.2
Strip Searching	4.3	50.5	45.2
Key Control	2.2	55.9	41.9
Counts	2.2	61.3	36.6
Visiting Area Search	2.2	60.2	37.6
Dorm Search	2.2	63.0	34.8
Cell Search	1.1	65.2	33.7
Kitchen Search	2.2	63.0	34.8
Unit Search	1.1	65.2	33.7
Outside Security Search	5.6	62.2	32.2
Use of a fire hose	12.1	48.4	39.6
Operation of an institutional vehicle	6.5	58.7	34.8
2 way radio	7.5	64.5	28.0
Walk through scanner	5.4	61.3	33.3
Hand scanner	6.5	60.2	33.3
Combination			
Policies & Procedures	12.9	37.6	49.5
Inmate Training Prog.	31.1	34.4	65.6
AIDS-Key Facts	38.7	15.1	46.2
Drugs/Alcohol	37.0	14.1	48.9
Female Offender	35.5	25.8	38.7
Restraint Equipment	6.5	38.7	54.8
Contraband	5.4	31.2	63.4
Escorting	2.2	46.2	51.6
Operation of fire extinquisher	19.4	38.7	41.9
Reporting a fire	11.8	43.0	45.2
Breathing apparatus	14.0	36.6	49.5
Body Searching	4.3	45.2	50.5
Unusual Inmates	29.0	12.9	58.1
Self Defence	45.1	8.8	46.2

Topic ratings. At the heart of this research was the evaluation of the course topics. The course was divided into five main subject areas comprising of 60 topics. The ex-inductees were asked to appraise the usefulness of each topic in light of their personal experiences as correctional officers. The ratings were given values ranging from (1) for not very useful to (5) for very useful. In Table 21 each topic is shown with a mean score, a standard deviation and rank. The topic with the highest mean ranked 1, while the topic with the lowest mean ranked 60.

Table 21

Topic Ratings By Ex-Inductees

Topic	Mean	S/D	Rank
General Goals & Organization			
Knowledge of ...			
Departmentment organization	3.6	1.03	58
Chain of command	4.1	.85	35
Code of ethics	4.2	.82	34
Master agreement	3.8	.92	55
Confidentiality	4.2	.86	30
Performance standards & appraisal system	3.5	1.30	60

Table 21 (continued)

Legal Aspects			
Knowledge of ...			
Court & legal system	4.2	.89	33
Acts & Statutes	3.9	.91	49
Inmate rights	4.1	.90	41
Interpretation of legal documents	4.1	.98	39
Collection of evidence	4.3	.86	20
Giving evidence	4.3	.89	29
Health & Safety	4.2	.80	31
Interpersonal and Professional Development Skills			
Ability to ...			
use communication skills	4.5	.71	8
use interpersonal skills	4.4	.77	15
understand self	4.3	.82	21
work in a team setting	4.5	.77	12
give orders	4.3	.88	27
supervise (CO) of the opposite sex	3.8	1.1	56
manage stress, conflict	4.3	.79	24
understand inmate psychology	4.1	.86	36
understand inmate subculture & language	3.9	1.0	48
understand inmates of other cultures	3.7	1.1	57

Table 21 (continued)

The desire to ...			
develop a professional attitude & image	4.3	.80	26
take advantage of training/ educational opportunities	4.2	.91	32
The knowledge of...			
career paths	4.0	.94	44
Operational Procedures			
Knowledge of ...			
Standard Operational Procedures	4.5	.70	9
Emergency procedures	4.6	.61	1
Correct form usuage	4.3	.79	28
Admitting/releasing inmates	4.4	.76	18
Classification process	4.1	.94	40
Knowledge of how to...			
Managing inmates based on classification	4.1	.86	37
Safeguard govt property and materials	3.8	.88	50
Issue supplies	3.5	.99	59
Manage and allocate time	4.0	.90	46
Monitor inmate movement	4.4	.70	16
Counsel inmates	4.0	.97	47
Deal with outside agencies	3.8	1.0	54
Deal with support staff	3.9	.94	51
Security Skills			
Ability to...			
Count inmates	4.6	.61	2
Control entrances	4.5	.67	5
Conduct searches of physical plant	4.5	.73	10
Conduct searches of inmates	4.5	.73	4
Maintain perimeter	4.4	.72	14
Use institutional equipment	4.4	.76	19

Table 21 (continued)

Use and maintain emergency equipment	4.6	.63	3
Write reports	4.3	.81	22
Maintain log/record	4.4	.77	17
Meet standard of self defence and fitness	4.3	.85	23
Evaluate safety factors of physical plant	4.0	.97	45
Know the effects of drugs/alcohol	4.4	.79	13
Meet standards of first aid	4.5	.72	11
Supervise exercise yard	4.1	.85	42
Supervise inmate recreation	4.0	.86	38
Operate as a team or backup	4.5	.75	6
Escort inmates	4.5	.69	7
Supervise visits	4.3	.89	25
Perform bush gang duty	3.8	1.2	53
Supervise work gang	3.8	1.2	52
Drive defensively	4.0	1.0	43

The evaluation of the sixty topics which comprise Correctional Officers´ Basic Training proved to be quite revealing. The mean ratings were high; only thirteen topics had a mean rating below 4.0.

Table 22 and Table 23 rank the twenty topics and subject areas which were identified as the most and least useful topics of Correctional Officers´ Basic Training in the opinion of ex-inductees. The forty topics identified in these tables represent the top and bottom third of those topics offered during Correctional Officers´ Basic Training.

Table 22

Twenty Highest Rated Topics
By Ex-Inductees

Topic	Subject Area	Rank
Emergency Procedures	Operational Procedures	1
Count inmates	Security skills	2
Emergency equipment	Security skills	3
Inmate searches	Security skills	4
Control entrances	Security skills	5
Operate as backup	Security skills	6
Escort inmates	Security skills	7
Communication skills	Interpersonal	8
Stand operating proced	Operating procedures	9
Searches of plant	Security skills	10
First aid	Security skills	11
Team work	Interpersonal	12
Drugs and alcohol	Security skills	13
Maintain perimeter	Security skills	14
Interpersonal skills	Interpersonal	15
Monitor movement	Security skills	16
Maintain log/record	Security skills	17
Admitting/releasing	Operational procedures	18
Use of equipment	Security skills	19
Collection of evidence	Legal aspects	20

Table 22 identified "knowledge of emergency procedures" as the most useful of the 60 topics of Correctional Officers´ Basic Training. With a few exceptions, the twenty highest were all practical, security oriented topics. This might have been expected, when one takes into account that the purpose of Correctional Officers´ Basic Training was to provide necessary on-the-job skills.

Considering the environment that correctional officers work in, it was not surprising to find that these topics that reflected an element of personal safety. This finding is understandable and could be generalized to other correctional environments.

Table 23

Twenty Lowest Rated Topics
By Ex-Inductees

Topic	Subject Area	Rank
Inmate rights	Legal aspects	41
Supervise exercise yard	Security skills	42
Drive defensively	Security skills	43
Career path (CSW)	Interpersonal	44
Safety factors	Security skills	45
Time management	Operational procedures	46
Counsel inmates	Operational procedures	47
Inmate subculture	Interpersonal	48
Acts & Statutes	Legal Aspects	49
Safeguard govt property	Operational procedures	50
Support Staff	Operational procedures	51
Supervise work gang	Security skills	52
Bush gang duty	Security skills	53
Outside agencies	Operational procedures	54
Master agreement	General goals	55
Supervise (CO) opposite sex	Interpersonal	56
Understand other cultures	Interpersonal	57
Departmental organ	General goals	58
Issue supplies	Operational procedures	59
Performance standards	General goals	60

Table 23 identified "performance standards and appraisal system" as the least useful of the 60 topics of Correctional Officers´ Basic Training in its provision of the necessary on-the-job skills.

Instructional methodolgies. During Correctional Officers´ Basic Training a number of different methods of instruction are used to facilitate learning. Table 24 provides the respondent´s evaluation of these various instructional methods.

Table 24

Evaluation of Instructional Method Effectiveness by Ex-Inductees

Method	Very Effective 5	4	3	Not Very Effective 2	1
Lecture	19.6	42.4	29.3	5.4	3.3
Films/slides	25.0	45.7	21.7	5.4	2.2
Demonstration	43.2	39.8	11.4	3.4	2.3
Lecture with training aids (models,etc)	40.2	42.4	14.1	2.2	1.1
Practice application of skills	48.9	35.9	9.8	3.3	2.2
Self study	21.7	28.3	38.0	10.9	1.1
Individual and group projects	30.4	41.3	21.7	3.3	3.3
Guest speakers	29.7	41.8	22.0	5.5	1.1

With the exception of self-study, all the various techniques used were considered either very effective or effective by the ex-inductees. The methods that were perceived as the most effective overall were practical application of skills and demonstration. Only 20 percent of the respondents felt that lecture was very effective.

There appears to be a link between the data presented in Tables 21 to 23 and the evaluation of the various instructional methods in Table 24. Table 21 reported that the ex-inductees felt that the topics which were the most useful in the day by day activities of a correctional officer were "practical" and involved psycho-motor activity. Again in Table 22 a preference was shown for practical application of skills where the learner participated as opposed to listening to descriptions of abstract concepts.

Evaluation of trainers and support services. Rather than simply reporting the ex-inductees' evaluation of the actual course content, their perceptions of the trainers and other services provided at Staff College were also considered. The ex-inductee's assessment of the skills, knowledge and personal suitability of the trainers is presented in Table 25. In addition to the training, the Staff College also provides other services to the ex-inductees in support of Correctional Officers Basic Training. The appraisal of their usefulness to inductees is presented in Table 26.

Table 25

Evaluation of Trainers by Ex-Inductees

Item	Very Competent 5	4	3	Not Very Competent 2	1
Teaching skills	17.4	45.7	20.7	10.9	5.4
Background knowledge	21.7	42.4	25.0	8.7	2.2
Personal suitability	19.6	34.8	22.8	8.7	14.1

Eighty-four percent of ex-inductees evaluated the teaching skills, 89 percent evaluated the background knowledge and 97 percent evaluated personal suitability of staff trainers as either very competent, competent or moderately competent.

The responses in Table 26 indicate that athletic and recreation facilities were considered very useful, while leisure time activities were regarded as useful, and the library and media services as not very useful.

Table 26

Evaluation of Staff College Support Services by Ex-Inductees

Service	Very Useful 5	4	3	2	Not Very Useful 1
Library	15.6	20.0	27.8	21.1	15.6
Athletic/Recreation	45.2	35.5	12.9	5.4	
Leisure time activ.	28.3	25.0	27.2	12.0	7.6
Media services	6.7	18.0	44.9	14.6	15.7

When asked what were the most and least valuable skills learned at Correctional Officers' Basic Training, a variety of skills and comments were identified. These are presented in summary form and itemized in Tables 27 and 28.

It was interesting to note that the frequency of responses in Table 27 exceed the number of respondents (93), whereas the number of responses in Table 28 is less than the number of respondents. Not all respondents replied, and those that did often cited more than one valuable skill. This was also true for the least valuable skills, however, fewer respondents in total responded.

Table 27

Most Valuable Skills Learned at C.O.B.T. as Perceived by Ex-Inductees

Skill	Frequency
Offender management	38
Security skills	27
Self defence	19
CPR	16
First aid	13
Physical fitness	8
Teamwork	5
Report writing	5
Drug recognition	3
Anatomy of a set-up	3
Self-confidence/discipline	3
Policies and procedures	3
Tear gas	3
Legal system	2
Dealing with incompetent inst	2
Beating bureaucratic procedures	1
Lectures	1
Upper management "head games"	1
	154

Table 28

Least Valuable Skills Learned at C.O.B.T.
as Perceived by Ex-Inductees

Skill	Frequency
Interpersonal commun.	22
Security skills	14
Physical fitness	11
All valuable	11
Self defence	7
Role plays	4
Report writing	3
Native Brotherhood	3
Tear gas	3
Dress & deportment	3
Policies and procedures	1
Key control	1
Legal jargon	1
Anatomy of a set-up	1
CPR and first aid	1
Handling contraband	1
Inmate programs	1
Outside agencies	1
	89

When asked what topics could be added to enhance the effectiveness of Correctional Officers' Basic Training and what improvements could be made, a large number of suggestions were given. They are presented in summary form and itemized in Tables 29 and 30.

The thirteen suggested additional topics identified by 33 responses (Table 29) appear to represent contemporary issues that have not yet been dealt with in the existing curricula of Correctional Officers' Basic Training. Interestingly enough, at least five of the thirteen suggestions are those dealing with human dynamics rather than job specific concerns such as, case work or court system.

Table 29

Additional Topics for
Correctional Officers' Basic Training
as Suggested by Ex-Inductees

Topic	Frequency
Stress management	7
Case work	4
Native culture	3
Court system (warrants)	3
Professional ethics	3
Staff relations	2
AIDS	2
Mentally ill offender	2
Women in corrections	2
Chain of command	2
Firearms	1
Management skills	1
Presentation of evidence	1
	33

When asked for suggestions on how to improve Correctional Officers' Basic Training respondents asked for more self defence and improved security skills. However, at least as many suggestions dealt with improved human relations. The majority of suggestions (15 out of 22) had little to do with content, but rather focused on delivery. There were a number of suggestions that dealt with a perceived incompetence of instructors or with "tension" between inductee and instructor. In the space provided for additional comments several ex-inductees expressed concerns about the perceived intimidation or "bully" tactics used by some trainers.

Table 30

Improvements To Correctional Officers' Basic Training as Suggested by Ex-Inductees

Suggestion	Frequency
More competent instructors	15
Improve self defence	10
More offender management	8
In the institution	8
Improve trainer/trainee relations	7
More concentrated	7
More realistic (less negative)	6
More practical	3
Less "politics"	2
Improve group cohesiveness	2
Follow-up programs	2
More structure	2
Improve leisure activities	2
Close college/institution gap	2
Use of lawyers (legal aspects)	2
Female instructors	2
Tours of federal system	1
More physical fitness	1
Smaller classes	1
Less IPC	1
More lectures	1
Better pre/post academy training	1
	64

It is perhaps worth noting that 64 of 93 respondents (68.8 %) offered suggestions for improvements to Correctional Officers´ Basic Training.

Trainers´ Questionnaire

Throughout Alberta´s correctional institutions there are designated personnel responsible for the training of provincial correctional officers. These individuals are customarily seconded to the Solicitor General´s Staff College in Edmonton during Correctional Officers Basic Training to instruct one or more of the of the components of the program. It was these individuals, serving in this capacity during the November-December 1987 class of Correctional Officers´ Basic Training, that provided trainers´ perceptions. All six of the trainers´ questionnaires distributed were returned; therefore, the response rate was 100 percent.

Personal Information

Much of the information collected from the trainers´ questionnaire was the same as that collected from the ex-inductee questionnaire. On the majority of characteristics there was little difference between the two groups; perhaps, because they are both correctional officers or for the most part, drawn from the correctional officer ranks. As a result, when responding to similar questions, the ex-inductees and trainers responded in a like manner. Although a comparison of opinions attached to the degree of effectiveness of Correctional Officers' Basic Training will be presented later, this section presents the data on the trainers.

When looking at the personal information presented in Tables 31 to 33 one is taken by the homogeneity of the group. They are all males, approximately the same age, been employed for approximately the same length of time, and for the most part completed some post-secondary education.

Institution and classification. Table 31 presents the institution and classification level of each respondent. It is important to note that training responsibilities were often split between various institutions; as a result, there were fewer trainers than institutions.

Table 31

Institution and Classification Level of Trainers

Institution	Classification
Belmont	Asst. Director Tr
Edmonton Remand	" " "
Calgary Correctional Centre	Asst. Director Tr
Calgary Remand	-----------------
Fort Saskatchewan Corr. Centre	Asst. Director Tr
Grande Cache Corr. Centre	Asst. Director Tr
Peace River Correctional Centre	" " "
Lethbridge Correctional Centre	Asst. Director Tr
Medicine Hat Correctional Centre	" " "
Red Deer Remand	-----------------
St. Paul Correctional Centre	---------------
Staff College	Senior Training Man

Length of employment and age. Table 32 presents data on the age of the trainers´ how long the respondents have been trainers, and how long they had been employed by the Solicitor General´s Department.

Table 32

Duration of Present Classification, Duration of Employment and Age Distribution of Trainers

Duration	Classification
12 months or less	---
1 to 2 years	2
2 to 3 years	1
3 to 5 years	2
5 to 10 years	1
more than 10 years	---
	6

Table 32 (continued)

Duration	Length of employment
12 months or less	---
1 to 2 years	1
2 to 3 years	---
3 to 5 years	---
5 to 10 years	3
more than ten years	2
	6

Age distribution	Frequency
Less than 21 years	---
21 to 30 years	1
31 to 40 years	2
41 to 50 years	3
51 to 60 years	---
more than 61 years	---
	6

Educational attainment. Table 33 presents data on the highest level of educational attainment of trainers. All of the trainers had at least a high school diploma and ranged in attainment to the "some graduate work" category.

Table 33

Highest Level of Educational Attainment Completed by Trainers

Education Level	Frequency
Less than grade 10	---
10 or more	---
Highschool diploma	1
Some non-university	1
Completed non-university	1
Some university	1
Completed degree	1
Some graduate work	1
	6

General Information

This section provides an overview of general information that was intended to gain insight into what motivated these individuals to become trainers, their level of confidence, the value they place on the 1000, 2000 and 3000 Series, and questions regarding curriculum.

Motivational factors. It is interesting to determine why people do what they do to earn a livelihood. Table 34 presents the five motivational factors that may have motivated these six individuals to become trainers. As shown in Table 34, five out of six trainers indicated that career advancement, helping others in educational advancement and a desire to help people to reach their potential were most important. One respondent considered an interesting and responsible job as very important and another chose helping others to reach their potential as very important. It is perhaps interesting that "day job verus shift work" was rated as least important.

Table 34

Motivational Factors in Becoming a Trainer

Factor	Most Important			Least Important	
	5	4	3	2	1
Career advancement		5		1	
Helping others		5		1	
Day job				3	3
Interesting job	1	3	2		
People´s potential	1	5			

Trainers cited what could be considered traditional reasons, such as, career advancement, and the unexpected typically nuturant reasons of helping others in educational advancement and desire to help people reach their potential as important motivational factors in becoming trainers.

Length of employment. Table 35 presents the data on the length of time trainers felt inductees should be employed by the Solicitor General prior to commencing Correctional Officers´ Basic Training. Table 35 indicates that the majority of trainers (5) agree that training should occur within the first six months of employment and half within the first three months.

Table 35

Optimal Length of Employment for Inductees Prior to Correctional Officers Basic Training as Perceived by Trainers

Length	Frequency
Immediately	----
1 to 3 months	3
3 to 6 months	2
6 to 9 months	1
9 months to 1 year	----
	6

Level of confidence. Table 36 presents data on how confident the trainers felt about their ability to instruct Correctional Officers' Basic Training, and how confident they felt regarding their provision of the necessary on-the-job skills for correctional officers. It is evident from Table 36 that trainers were very confident in themselves as well as the ability of the program in providing the necessary skills for correctional officers.

Table 36

Level of Confidence in the Provision of the Necessary on-the-job Skills for Correctional Officers and the Teaching Ability of Trainers

Confidence Level		Frequency
Teaching Ability		
Very confident	5	4
Confident	4	1
Moderately	3	1
Somewhat	2	--
Not very confident	1	--
		6
On-the-job Skills		
Very confident	5	3
Confident	4	--
Moderately	3	1
Somewhat	2	--
Not very confident	1	--
No answer		2
		6

Program emphasis. As mentioned earlier, Correctional Officers´ Basic Training revolves around two central themes -- offender management and security skills. Table 37 presents the opinions of trainers on where they felt the emphasis of Correctional Officers´ Basic Training should lie. Four out of six trainers felt the emphasis should be placed on offender management.

Table 37

Emphasis of Correctional Officers Basic Training as Perceived by Trainers

Emphasis	Frequency
Offender Management	4
Security Skills	1
No Answer	1
	6

Training location and method. Table 38 offers the data regarding the most effectice/acceptable to least effective/acceptable method of further education and/or training for correctional officers.

Table 38

Effective and Acceptable Methods of Further Education and/or Training for Correctional Officers as Perceived by Trainers

	Very effective/ acceptable		Not very effective/acceptable		
	5	4	3	2	1
Part-time extension or correspondence courses through community colleges or university.		4	1	1	
Refresher courses at Staff College.		1	3	2	
In-service training at the institution.	2	3	1		

Five of six trainers felt that inservice training at the institution was either a very effective/acceptable or effective/acceptable method of further education and/or training for correctional officers.

Induction experience. During the five weeks of academy training, trainers as well as ex-inductees were housed at Staff College. Table 39 indicates how the trainers interpreted the reaction of the inductees on being away from home for five weeks. The perceptions of the trainers were almost evenly split (3/2) over it being a positive experience or an experience with some difficulties for the inductees. As indicated in Table 39 three of six trainers felt it was a positive experience for the inductees.

Table 39

Reaction to the Induction Experience on Inductees as Perceived by Trainers

Scale	Frequency
Positive experience	3
No related problems	--
OK because of weekend trips	1
Very difficult experience	1
No answer	1
	6

The 1000 and 3000 series. Tables 40 and 41 deal with the self-study modules (1000 Series) and the Work Performance Evaluation components (3000 Series) of Correctional Officers' Basic Training. The trainers were asked to evaluate how important these components were to the overall effectiveness of Correctional Officers' Basic Training.

Table 40 portrays how adequately the 1000 Series of self-study modules in security skills prepared the inductees for the academy training, how useful the 1000 Series of self-study modules were in contributing to the individual success of inductees, and how important the 1000 Series of self-study modules were in the overall training process. Trainers rated the 1000 Series of self-study modules as an important part of the overall training process and felt that they contributed significantly to the individual success of inductees, yet three of six felt that the 1000 Series only moderately prepared inductees for the security skills component at Staff College.

Table 40

Trainers´ Perceptions of the 1000 Series as Preparation for Security Skills, as a Factor in the Individual Success and the Degree of Importance in the Training Process

Scale		Frequency
Security Skills		
Very adequately	5	---
Adaquately	4	1
Moderately	3	3
Somewhat	2	---
Not very adequately	1	1
No answer		1
		6
Factor in Individual Success		
Very much	5	---
Significantly	4	2
Moderately	3	1
Somewhat	2	---
Not very much	1	1
No answer		2
		6
Degree of Importance		
Very important	5	2
Important	4	1
Moderately	3	2
Somewhat	2	1
Not very important	1	---
		6

Table 41 reflects how important the 3000 Series of Work Performance Evaluations was perceived to be by trainers. They rated the 3000 Series of Work

Performance Evaluations as an important part of the training process.

Table 41

Trainers´ Perceptions of the 3000 Series
Degree of Importance in the Training Process

Scale		Frequency
Very important	5	3
Important	4	1
Moderately	3	1
Somewhat	2	1
Not very important	1	---
		6

Physical fitness. Table 42 deals with the physical fitness component of Correctional Officers´ Basic Training. In order to determine the trainers´ points of view on physical fitness testing, they were asked two questions regarding the present and future role of physical fitness. Four of six trainers felt that the physical fitness component contributed either very much or significantly to the ability of inductees to perform their job. Moreover, five of six trainers felt that a physical fitness follow-up at various institutions would be worthwhile.

Table 42

Trainer´s Perceptions Regarding the
Contribution of Physical Fitness Testing
and the Value of a Physical Fitness Follow-up

Contribution		Frequency
Physical Fitness Testing		
Very much	5	2
Significantly	4	2
Moderately	3	1
Somewhat	2	1
Not very much	1	--
		6
Physical Fitness Follow-up		
Very much	5	2
Significantly	4	3
Moderately	3	1
Somewhat	2	--
Not very much	1	--
		6

Curriculum in-put. Table 43 reflects the opinions of the trainers on whether or not they felt they had sufficient in-put into the development of the curriculum for Correctional Officers´ Basic Training. Five of six trainers felt that they had made a significant contribution to the development of curriculum for Corrrectional Officers´ Basic Training by rating their involvement as either very considerable or considerable.

Table 43

Level of Curriculum In-put by Trainers

Input Level		Frequency
Very considerable	5	1
Considerable	4	4
Moderately	3	---
Somewhat	2	1
Not very considerable	1	---
		6

Individual accountability. Table 44 presents data on how accountable the trainer´s held themselves for the futures of their students. The data indicate that all of the trainers held themselves either very accountable or accountable for the future of their students.

Table 44

Degree of Accountability for the Future Work Performance of Inductees

Accountability		Frequency
Very accountable	5	1
Accountable	4	5
Moderately	3	--
Somewhat	2	--
Not very accountable	1	--
		6

Program Evaluation

This section contains the trainers' evaluation of the program, as well as the effectiveness of various instructional methods, the usefulness of support services provided by Staff College, and the general calibre of inductees.

Location preference. The what and where of Correctional Officers' Basic Training is at the core of this research. As with the majority of training programs there was a difference of opinion in what subject areas should constitute the core of the program as well as where these subjects would best be learned. The course topics identified by trainers were aggregated by trainers' learning location preferences.

Table 45 indicates that a considerable majority of the respondents favoured a combination of Staff College and on-the-job training for the majority of subjects. The exceptions being some "theoretical" offender management topics best taught at Staff College and some very job specific practical skills that would be best taught on-the-job.

Table 45

Learning Location Preference of Trainers

Topic	Staff College	On-the-job training	Combination of both
Staff College			
Legal aspects	3		3
Anatomy of a set-up	4		2
Federal/Prov Agreement	5		1
Individual Rights and Freedoms	4		2
Young Offenders Act	4		2
Chemical Agents	4		2
Hostage Behaviour	4		2
Alberta Voc. Centre	4	1	1
Native Counl Services	3	1	2
CSW Series (career)	3		3
C.P.R.	4		2
First Aid	4		2
Unusual Inmates	4		2
Institutional Design	3	1	2
On-the-job			
AIDS-Key Facts	2	3	1
Operation of an institutional vehicle		3	3
Walk through scanner		3	3
Hand scanner		3	3
Combination			
Policies & Procedures	1		5
Inmate Training Prog.	2	1	3
Drugs/Alcohol	2		4
Female Offender	3	1	2
Restraint Equipment	2		4
Contraband	2		4
Escorting	1		5
Operation of fire extinguisher		2	4
Reporting a fire	1	2	3
Breathing apparatus	1	2	3
Body Searching	2		4
Self Defence			3

Table 45 (continued)

Report Writing	1		5
Dress & Deportment	1	1	4
Strip Searching	2		4
Key Control	1		5
Counts	1		5
Visiting Area Search	1		5
Dorm Search	1		5
Cell Search	1		5
Kitchen Search	1		5
Unit Search	1		5
Outside Security Search	1		5
Use of a fire hose		2	4
2 way radio	1	2	3

At the crux of this evaluation was the degree of effectiveness of the subject content of Correctional Officers' Basic Training in its provision of the necessary on-the-job skills. The trainers were asked to appraise the usefulness of each topic to correctional officers in performing their jobs in light of their personal experiences. In Table 46 each topic is shown with a mean score, a standard deviation and rank. The topic with the highest mean was ranked 1, while the remainder ranged to 60 for the topic with the lowest rating.

In Table 46 mean responses range from rank 1 with 4.8 to rank 60 with a mean of 3.7. The trainers identified fifteen skills with exactly the same mean score of 4.8. As a result, it was not possible to determine which of these 15 skills the trainers considered to be the "most" useful of subjects taught at Correctional Officers' Basic Training in the provision of the necessary on-the-job skills. Therefore, the first 15 skills identified in Table 46 were listed according to how they appeared on the orginal questionnaire since they were ranked equally in importance. It was worth noting that three of these top fifteen skills were human relation skills, whereas the other twelve dealt with the more mechanical aspects of security.

Table 46

Topic Ratings by Trainers

Topic	Mean	S/D	Rank
General Goals& Organization			
Knowledge of ...			
Departmentment organization	4.2	.75	55
Chain of command	4.7	.52	16
Code of ethics	4.7	.52	17
Master agreement	4.5	.84	32
Confidentiality	4.8	.41	1
Performance standards & appraisal system	4.7	.52	18

Table 46 (continued)

Legal Aspects			
Knowledge of ...			
Court & legal system	4.2	.75	56
Acts & Statutes	4.3	.82	42
Inmate rights	4.7	.52	19
Interpretation of legal documents	4.2	.75	58
Collection of evidence	4.3	.82	43
Giving evidence	4.3	.82	44
Health & Safety	4.3	.82	45
Interpersonal and Professional Development Skills			
Ability to ...			
use communication skills	4.7	.52	20
use interpersonal skills	4.7	.52	21
understand self	4.8	.41	2
work in a team setting	4.7	.52	22
give orders	4.7	.52	23
supervise (CO) of the opposite sex	4.7	.52	24
manage stress, conflict	4.7	.52	25
understand inmate psychology	4.7	.52	26
understand inmate subculture & language	4.3	.82	46
understand inmates of other cultures	4.5	.55	33
The desire to...			
develop a professional attitude & image	4.7	.52	27
take advantage of training/ educational opportunities	4.3	.52	47
The knowledge of...			
career paths	4.5	.84	34

Table 46 (continued)

Operational Procedures			
Knowledge of ...			
Standard Operational Procedures	4.5	.84	35
Emergency procedures	4.5	.84	36
Correct form usuage	4.3	.82	48
Admitting/releasing inmates	4.5	.84	37
Classification process	4.3	.82	49
Knowledge of how to...			
Managing inmates based on classification	4.3	.82	50
Safeguard govt property and materials	4.3	.82	51
Issue supplies	3.7	.82	60
Manage and allocate time	4.3	.82	52
Monitor inmate movement	4.5	.55	38
Counsel inmates	4.8	.17	3
Deal with outside agencies	4.3	.82	53
Deal with support staff	4.5	.55	39
Security Skills			
Ability to...			
Count inmates	4.8	.41	4
Control entrances	4.8	.41	5
Conduct searches of physical plant	4.8	.41	6
Conduct searches of inmates	4.8	.41	7
Maintain perimeter	4.8	.41	8
Use institutional equipment	4.8	.41	9
Use and maintain emergency equipment	4.8	.41	10
Write reports	4.8	.41	11
Maintain log/record	4.8	.41	12
Meet standard of self defence and fitness	4.8	.41	13
Evaluate safety factors of physical plant	4.7	.52	28

Table 46 (continued)

Know the effects of drugs/alcohol	4.7	.52	29
Meet standards of first aid	4.7	.52	30
Supervise exercise yard	4.5	.55	40
Supervise inmate recreation	4.5	.55	41
Operate as a team or backup	4.8	.41	14
Escort inmates	4.8	.41	15
Supervise visits	4.7	.52	31
Perform bush gang duty	4.2	.75	58
Supervise work gang	4.3	.82	54
Drive defensively	4.2	.75	59

Tables 47 and 48 rank the twenty topics and subject areas which were identified as the most useful and least useful components of Correctional Officers' Basic Training in the opinion of the trainers.

Table 47

Twenty Highest Rated Topics by Trainers

Topic	Subject Area	Mean	Rank
Confidentality	General Goals	4.8	1
Understand self	Interpersonal	"	"
Counsel inmates	Operational	"	"
Count inmates	Security Skills	"	"
Control entrances	" "	"	"
Conduct searches of plant	" "	"	"
Conduct searches of inmates	" "	"	"
Maintain perimeter	" "	"	"
Use institutional equip	" "	"	"

Table 47 (continued)

Use emergency equip	" "	"	"
Write reports	" "	"	"
Maintain log/records	" "	"	"
Self defence/fitness	" "	"	"
Operate as backup	" "	"	"
Escort inmates	" "	"	"
Chain of command	General Goals	4.7	16
Code of ethics	" "	4.7	17
Performance standards	" "	4.7	18
Inmate rights	Legal Aspects	4.7	19
Communication skills	Interpersonal	4.7	20

Table 48

Twenty Lowest Rated Topics
by Trainers

Topic	Subject Area	Mean	Rank
Supervise recreation	Security Skills	4.5	41
Acts & Statutes	Legal Aspects	4.3	42
Collection of evidence	" "	"	43
Giving evidence	" "	"	44
Health & Safety	" "	"	45
Understand inmate culture	Interpersonal	"	46
Educational opportunities	Profess Devel	"	47
Correct form usuage	Operational	"	48
Classification process	" "	"	49
Managing inmates/ classification	Operational	"	50
Safeguard govt property	" "	"	51
Monitor inmate movement	" "	"	52
Deal with outside agencies	" "	"	53
Supervise work gang	Security Skills	"	54
Deparment organization	General Goals	4.2	55
Court & Legal System	Legal System	"	56
Legal documents	" "	"	57
Bush gang	Security Skills	"	58
Drive defensively	" "	"	59
Issue supplies	Operational	3.7	60

Table 48 identified "knowledge of how to issue supplies" as the least useful of the 60 topics of Correctional Officers' Basic Training in its provision of the necessary on-the-job skills. Topics are displayed from rank 41 to the progressively less useful topic to rank of 60.

During Correctional Officers' Basic Training trainers used a number of different methods of instruction to facilitate learning. Table 49 provides the evaluation of these various instructional methods as determined by the trainers.

Table 49

Evaluation of Instructional Method Effectiveness by Trainers

Method	Very Useful 5	4	3	Not Very Useful 2	1
Lecture	1	4	1		
Films/slides	3	2	1		
Demonstration	3	2	1		
Lecture with training aids (models,etc)	2	3	1		
Practice application of skills	4	1	1		
Self study	1	2	3		
Individual and group projects	3	2	1		
Guest speakers	2	2	2		

According to the trainers, all of the different methods used were either very useful or useful with the possible exception of self-study and guest speakers. The instructional method which was determined the most effective overall by the majority of trainers was "practical application of skills." There was no clear consensus on the degree of effectiveness for the other instructional methods. It may be worth noting that practical application of skills was also the method chosen by the ex-inductees as the most effective.

Table 50 shows the trainers evaluation of the general calibre of recent Correctional Officers' Basic Training classes on the following criteria: overall potential as correctional officers, general abilities, background knowledge and personal suitability to the job. It was interesting to note that the only clear agreement was on the overall potential of recent inductees as above average.

Table 50

Evaluation of the General Calibre of Inductees by Trainers

Criteria	Excellent 5	4	3	Below Average 2	1
Overall potential		6			
General abilities		3	3		
Background knowledge		2	3	1	
Personal suitability		3	3		

As previously mentioned, in addition to the actual training the Staff College provides other services to the inductee in support of Correctional Officers' Basic Training. The appraisal of the usefulness of these services and facilities as perceived by the trainers is provided in Table 51.

Table 51

Evaluation of Staff College Support Services by Trainers

Services & Facilities	Very Useful 5	4	3	Not Very Useful 2	1
Library		1	4	1	
Athletic & Recreation Facilties	4	1	1		
Leisure time activities	2	1	3		
Media services	1	2	3		

The responses indicate that the trainers rated the athletic and recreational facilities as very useful, leisure time activities as useful, and the media services and library as moderately useful.

When asked what were the most and least valuable skills taught at Correctional Officers' Basic Training, only a limited number of skills were identified. The skills identified as the most valuable learned at Correctional Officers' Basic Training were: offender management by three trainers, security skills by two trainers and communication skills by one trainer. The only skill identified as least valuable was dress and deportment, and only by one trainer.

The trainers were almost evenly split (3-2-1) over which was the most valuable skill learned at Correctional Officers' Basic Training -- offender managenent or security skills. With respect to least valuable skills learned only one skill was suggested by trainers -- dress & deportment.

An attempt was made to elicit from trainers what topics could be added to enhance the effectiveness of Correctional Officers' Basic Training and/or what improvements could be made to Correctional Officers' Basic Training. In respect to what additional topics could be added, no responses were given; and only one suggestion offered for possible improvements --

"instructor awareness of topic and consistency of training." In the view of the trainers, it would appear that Correctional Officers´ Basic Training is a program that covers the pertinent topics and need not be enhanced.

Supervisors´ Questionnaire

In Alberta´s correctional institutions designated Correctional Officer III´s are responsible for the administration of the Work Performance Evaluation (3000 Series). These first-line supervisors are responsible to evaluate each inductee on a series of on-the-job skills upon the completion of the academy portion of Correctional Officers´ Basic Training.

Response rate. A total of 24 supervisors were in the total population, and of this group fourteen returned their questionnaire, a return rate of 58 percent. As with the previous questionnaires, basic background information was requested in the personal information section. The general information section was designed to seek more specific information regarding the supervisor´s experience with ex-inductees on-the-job and how well Correctional Officers´ Basic Training had prepared the inductees for the realities of the institution. The program evaluation section was designed to offer the supervisor the opportunity to evaluate the best location for training and the degree of usefulness of particular skill areas on-the-job. It is here that important comparisons can be made among the groups regarding the value of particular curricula.

By necessity each of Alberta's correctional institutions operates 24 hours a day. As a result, shift rotation is required, supervisors are required to supervise these rotating shifts, and each shift has a designated Correctional Officer III in charge of Work Performance Evaluations.

Table 52 presents the frequency of returns among supervisors by institution.

Table 52

Return Frequency of Supervisors by Institution

Institution	Frequency	Return Rate
Belmont	0	0
Calgary Corr. Centre	0	0
Calgary Remand	3	12.5
Edmonton Remand	0	0
Fort Sask. Corr. Centre	3	12.5
Grande Cache	3	12.5
Lethbridge	3	12.5
Peace River	2	8.3
Red Deer Remand	0	0
St. Paul Corr. Centre	0	0
Other	0	0
	24	58.3

Personal Information

The personal information provided by the supervisors resembles the information provided by trainers. The supervisors as well were all male, approximately the same age, been employed for and held their present classification for approximately the same length of time, and demonstrated similar educational patterns.

Much of the information collected from the supervisors was the same as that collected from ex-inductees and trainers. Generally speaking supervisors, trainers and ex-inductees answered in a like manner to similar questions.

Employment and age. In respect to job classification, thirteen of the fourteen supervisors were Correctional Officer III´s, and one other. Eight out of fourteen repondents had been employed between five and ten years and ten out of fourteen respondents were less than forty years old. Table 53 presents data on the age of the supervisors, how long the respondents had been supervisors, and how long they had been employed by the Solicitor General´s Department.

Table 53

Distribution of Supervisors by Age, Duration of Present Classification and Duration of Employment

Duration	Frequency	Percent
Age		
less than 21 years	---	---
21 to 30 years	4	28.6
31 to 40 years	6	42.9
41 to 50 years	4	28.6
51 to 60 years	---	---
more than 61 years	---	---
	14	100.1
Supervisory Classification		
12 months or less	---	---
1 year to 2 years	---	---
2 years to 3 years	6	42.9
3 years to 5 years	5	35.7
5 years to 10 years	2	14.3
more than 10 years	1	7.1
	14	100.0
Length of Employment		
12 months or less	---	---
1 year or 2 years	---	---
2 years or 3 years	6	42.9
3 years or 5 years	5	35.7
5 years to 10 years	2	14.3
more than 10 years	1	7.1
	14	100.0

Gender. All repondents responsible for Work Performance Evaluation were male.

Educational attainment. Table 54 presents the educational attainment of supervisors. The bulk of supervisors (64.3%) had at least finished high school and started, if not, completed some non-university postsecondary education.

Table 54

Distribution of Supervisors by Highest Level of Education Completed

Education	Frequency	Percent
Less than grade 10	---	----
Grade 10 or more	2	14.3
Highschool diploma	3	21.4
Some non-university	4	28.6
Completed non-university	2	14.3
Some university	1	7.1
Completed degree	1	7.1
Some graduate work	1	7.1
	14	99.9

General Information

This section summarizes what were the supervisors´ opinions in respect to how applicable Correctional Officers´ Basic Training is to the actual duties of a correctional officer, and how effective this training is in its provision of the necessary on-the-job skills for correctional officers.

Since the parameters of this research encompassed the years from 1982 to 1987 and since only one of the respondents started employment with the Solicitor General's Department during this time frame, it seemed appropriate to establish the supervisors relationship to Correctional Officers' Basic Training.

Question # 1: Have you during the course of your career with the Solicitor General taken Correctional Officers' Basic Training ?

Yes	10
No	4
	14

Question # 2: Are you as a supervisor of staff familiar with what is being taught to inducteees at Correctional Officers' Basic Training ?

Yes	14
No	0
	14

Question # 3: Are you as a supervisor involved in training ?

Yes	10
No	4
	14

Supervisors were made aware of the Correctional Officers' Basic Training through such informal channels as discussing the course with inductees or through more formal channels such as reading precis from Staff College. Those responding "yes" to question #3 stated they were presently involved in on-the-job training and orientation of new staff. Those that replied "no" considered themselves to have something worthwhile to contribute to the training of new staff, but have not yet had the opportunity. It was the view of this "no" group that Correctional Officers´ Basic Training fails to teach the new inductees how to cope successfully.

Approximately one quarter of the supervisors had not taken Correctional Officers´ Basic Training at any time during their career with the Solicitor General. However, all of them were familiar with the content of the course and approximately three-quarters of the supervisors were involved in some capacity of Correctional Officers´ Basic Training.

Optimal training commencement. Table 55 presents the opinions of supervisors on how long the inductee should be employed in the institution prior to commencing Correctional Officers´ Basic Training. There was a overwhelming consensus (71.4%) that training should occur within the first three months or at least the first six months. It could be concluded that from a supervisory point of view it was simply good management to have a capable well trained staff as soon as possible.

Table 55

Optimal Length of Employment for Inductees
Prior to Correctional Officers Basic Training

Length	Frequency	Percent
Immediately	3	21.4
1 to 3 months	7	50.0
3 to 6 months	4	28.6
6 to 9 months	---	----
9 months to 1 year	---	----
	14	100.0

Provider of adequate knowledge. Table 56 presents data on how adequately the first line supervisors felt that Correctional Officers´ Basic Training provided the ex-inductee with a good knowledge of the methods, procedures and philosophy of corrections. Only 29 percent of supervisors felt Correctional Officers´ Basic Training provided ex-inductees with an adequate knowledge of the methods, procedures and philosophy of corrections. Furthermore, 36 percent felt that Correctional Officers´ Basic Training only moderately provides inductees with an adequate knowledge of methods, procedures and philosophy of corrections. It was interesting that supervisors were somewhat polarized on this point.

When this finding was coupled with answers to the question "How capable are ex-inductees to perform their duties as correctional officers following academy training (2000 series) ?", again only 29 percent felt they were either very capable or capable (Table 58). In spite of the confidence expressed by most ex-inductees in their abilities to perform the duties of a correctional officer (61%) [Table 11], the supervisors overwhelming considered them poorly prepared to perform their duties.

Table 56

Correctional Officers' Basic Training as a Provider of an Adequate Knowledge Of Corrections

Level of adequacy		Frequency	Percent
Very adequately	5	---	----
Adequately	4	4	28.6
Moderately	3	5	35.7
Somewhat	2	2	14.3
Not very adequately	1	3	21.4
		14	100.0

Training emphasis. Supervisors were asked their opinion regarding the "mix" of course content -- offender management and security skills -- in

Correctional Officers´ Basic Training. Table 57 indicates that 64 percent of the supervisors felt security skills should be stressed. Interestingly, only 20 percent of trainers felt the emphasis of Correctional Officers´ Basic Training should be on security skills (Table 37), whereas 51 percent of ex-inductees agreed (Table 13).

Table 57

Correctional Officers´ Basic Training Emphasis in the Opinion of Supervisors

Emphasis	Frequency	Percent
Offender Management	5	35.7
Security Skills	9	64.3
	14	100.0

The 1000 and 2000 series. Table 58 presents data on how capable the supervisors felt the inductees were in performing their duties as a result of the 1000 Series of self-study modules on security skills, and how capable inductees were to perform the duties following academy training (2000 Series). As indicated in Table 58, 57 percent of the supervisors felt that the inductee was not capable of performing the duties of a correctional officer as a result of the 1000 Series of self-study modules in security skills.

Only seven percent considered the inductee as very capable, and another 21 percent considered the inductee as capable to perform the duties of a correctional officer upon the completion of academy training. At the other end of the continum, 36 percent of the supervisors felt that the inductee was not capable of performing the duties of a correctional office as a result of academy training, and another 36 percent were quite undecided on the matter.

Table 58

Supervisors' Perceptions of the 1000 and 2000 Series as Preparation to Perform the Duties of a Correctional Officer

Level of Capability		Frequency	Percent
1000 Series			
Very capable	5	---	----
Capable	4	3	21.4
Moderately	3	3	21.4
Somewhat	2	6	42.9
Not very capable	1	2	14.3
		14	100.0
2000 Series - Academy Training			
Very capable	5	1	7.1
Capable	4	3	21.4
Moderately	3	5	35.7
Somewhat	2	3	21.4
Not very capable	1	2	14.3
		14	99.9

Applicability of training. The supervisors were asked how applicable they felt the offender management and security skills as taught at Correctional Officers' Basic Training were to the actual duties of a correctional officer.

Table 59

Supervisors' Perceptions of the Applicability of Offender Management and Security Skills

Level of Applicability		Frequency	Percent
Offender Management			
Very applicable	5	---	----
Applicable	4	2	14.3
Moderately	3	6	42.9
Somewhat	2	4	28.6
Not very applicable	1	2	14.3
		14	100.1
Security Skills			
Very applicable	5	1	7.1
Applicable	4	3	21.4
Moderately	3	4	28.6
Somewhat	2	3	21.4
Not very apllicable	1	2	14.3
		13	92.8

Table 59 presents data on the applicability of offender management and security skills. There appears to be general agreement regarding the degree of applicability of offender management and security skills as taught during Correctional Officers' Basic Training and the actual duties of a correctional officer. There were neither glowing declarations of applicability nor glaring denounications of applicability. Fifty-seven percent felt that offender management and security skills were either very applicable, applicable, or moderately applicable.

Post-training involvements. Corrections, as most fields of endeavour, is very dynamic and, as a result, requires correctional officers that can adjust readily to accommodate to subsquent changes. To cope with these changes, correctional officers need to engage in some type of further education and/or training. Supervisors were asked, "How much time, if any, do you think a correctional officer should spend each year on additional training or continuing education ?" In addition, they were asked, "What direction should this continuing education and/or training take ?"

Table 60 presents data on the amount of time supervisors felt correctional officers should spend annually upgrading their skills. The majority (57.1%) of supervisors felt that correctional officers should spend one or two weeks pursuing further education and/or training annually.

Table 60

Optimal Amount of Time Correctional Officers Should Spend on Further Education and/or Training Annually

Duration	Frequency	Percent
1 week	3	21.4
2 weeks	8	57.1
3 weeks	1	7.1
4 weeks	1	7.1
5 weeks	---	----
6 weeks	1	7.1
More than 6 weeks	---	----
None	---	----
	14	99.9

Table 61 presents the data on the direction that supervisors felt further education and/or training should take.

Table 61

Focus of Further Education and/or Training for Correctional Officers

Focus	Frequency	Percent
C.O. Leadership Devel.	5	35.7
Community college	3	21.4
Correspondence courses	1	7.1
Extension courses	---	----
Professional develop	2	14.3
Not necessary	---	----
Other	3	21.4
	14	99.9

Fifty percent of the supervisors felt this training should be held at Staff College, either as Correctional Officer Leadership Development or as professional development. It is worth noting that 21 percent indicated "other" as their choice and specified courses in stress management and upgraded security skills.

Training location and method. Table 62 presents data regarding the perceived level of effectiveness of further education and/or training for correctional officers.

Table 62

Effective and Acceptable Methods of Further Education and/or Training as Perceived by Supervisors

Methods of Further Education	Very effective/ acceptable 5	4	3	2	Not very effective/acceptable 1
Part-time extension or correspondence courses through community colleges or university.	7.1	28.6	21.4	21.4	21.4
Refresher courses at Staff College	21.4	35.7	14.3	14.3	14.3
Inservice training at the institution	57.1	14.3	14.3	14.3	

Seventy-one percent of the supervisors felt that inservice training was either a very effective/acceptable or an effective/acceptable method of further education and/or training for correctional officers.

Physical fitness. Table 63 presents data on the physical fitness testing component of Correctional Officers´ Basic Training.

Table 63

Supervisors´ Perceptions Regarding the Contribution of Physical Fitness Testing and Follow-up

Level of Contribution		Frequency	Percent
Physical Fitness Testing			
Very much	5	3	21.4
Significant	4	2	14.3
Moderately	3	4	28.6
Somewhat	2	2	14.3
Not very much	1	3	21.4
		14	100.0
Physical Fitness Follow-up			
Very much	5	5	35.7
Significant	4	---	----
Moderately	3	3	21.4
Somewhat	2	1	7.1
Not very much	1	5	35.7
		14	99.9

Supervisors were asked whether they felt the physical fitness component contributed to the overall ability of a correctional officer to perform their duties. Secondly, they were asked whether or not they felt a follow-up to the physical fitness component would be worthwhile in various institutions. .

As Table 63 indicates, supervisors were polarized (21.4%) over the contribution of physical fitness to the ability of correctional officers to perform their duties. Interestingly enough, they were also polarized (35.7 %) over the value of providing physical fitness follow-up at various institutions.

The 1000 and 3000 series. Table 64 presents data on how important the 1000 Series of self-study modules and the 3000 Series of Work Performance Evaluations were preceived to be to the overall training process.

As indicated in Table 64, 21 percent of the supervisors felt that the 1000 Series was either a very important or an important part of the overall training process. Table 64 further indicates that the identical percentage of supervisors felt that the 3000 Series was also either a very important or an important part of the overall training process. It is important to note that the training managers were responsible for overseeing the 1000 Series and first line supervisors had the responsibility to oversee and administer the Work Performance Evaluations. Yet, it was curious that supervisors placed such little importance on their role in the training process.

Table 64

Supervisors' Perceptions of the Degree of Importance of the 1000 and 3000 Series

Degree of Importance		Frequency	Percent
The 1000 Series			
Very important	5	2	14.3
Important	4	1	7.1
Moderately	3	4	28.6
Somewhat	2	5	35.7
Not very important	1	2	14.3
		14	100.0
The 3000 Series			
Very important	5	2	14.3
Important	4	1	7.1
Moderately	3	4	28.6
Somewhat	2	3	21.4
Not very important	1	4	28.6
		14	100.0

Program Evaluation

In addition evaluating course topics, supervisors were also asked to assess their learning location preference, identify those skills which they perceived to be the most and least valuable skills learned at Correctional Officers´ Basic Training and offer suggestions for possible improvements.

Learning location preference. The physical context for the various aspects of Correctional Officers´ Basic Training has been the subject of on-going debate since its inception. It has been suggested that training can best take place at the Staff College with the benefits of full-time trainers and appropriate facilities. Some take the position that training should be undertaken on-the-job where the inductee may immediately apply his/her knowledge and skills. Others believe that a combination of the resources of Staff College and on-the-job training at the institution be utilized for optimal results.

Generally speaking, Table 65 indicates that the "theoretical" offender management topics were seen as best learned at the Staff College, whereas the more practical, security or operational procedures were seen as best learned on-the-job. It is interesting to note that a consistently high percentage of supervisors felt that a combination of both was the best alternative.

Table 65

Learning Location Preferences Of Ex-Inductees

Topic	Staff College	On-the-job training	Combination of both
Staff College			
Legal aspects	57.1		42.9
Report writing	57.1	7.1	35.7
Federal/Prov Agreement	57.1	14.3	28.6
Individual Rights and Young Offenders Act	64.3	7.1	28.6
Alberta Voc. Centre	55.3	16.5	28.2
Native counl services	57.1	7.1	35.7
CSW series (career)	64.3	7.1	28.6
Inmate Training Prog.	42.9	28.6	28.6
Female offender	50.0	7.1	42.9
On-the-job			
Institutional design	14.3	50.0	35.7
Key control	14.3	42.9	42.9
Visiting area search	7.1	50.0	42.9
Dorm search	7.1	50.0	42.9
Cell search	7.1	50.0	42.9
Kitchen search	7.1	50.0	42.9
Unit search	7.1	50.0	42.9
Outside security search	21.4	42.9	35.7
Operation of an institutional vehicle	7.1	64.3	28.6
2 way radio	14.3	50.0	35.7
Hand scanner	7.1	57.1	35.7
Combination			
Policies & procedures	15.4	23.1	61.5
AIDS-key facts	28.6	14.3	57.1
Drugs/alcohol	28.6	21.4	50.0
Restraint equipment	7.1	28.6	64.3
Contraband	7.1	28.6	64.3
Escorting	7.1	28.6	64.3
Operation of fire extinquisher	7.1	35.7	57.1
Reporting a fire	14.3	28.6	57.1

Table 65 (continued)

Breathing apparatus	21.4	28.6	50.0
Body searching	7.1	35.7	57.1
Unusual inmates	21.4	14.3	64.3
Self defence	42.9		57.1
Dress & deportment	21.4	21.4	57.1
Strip searching	7.1	35.7	57.1
Counts	7.1	42.9	50.0
Use of a fire hose	7.1	35.7	57.1
Walk through scanner	7.1	57.1	64.3
Chemical agents	28.6		71.4
Hostage behaviour	28.6	21.4	50.0
Freedoms	42.9	7.1	50.0
C.P.R.	28.6	14.3	57.1
First Aid	28.6	14.3	57.1
Anatomy of a set-up	35.7	21.4	42.9

Topic ratings. The primary purpose of this evaluation was to determine the degree of effectiveness of the content of Correctional Officers' Basic Training in the provision of necessary on-the-job skills. The supervisors were asked to evaluate each topic as to its usefulness to correctional officers in light of their personal experiences. The topics were rated on a scale from very useful (5) to not very useful (1). In Table 66 each topic is shown with a mean rating, standard deviation and rank. The topic with the highest mean was ranked 1, while the topic with the lowest rating ranked 60.

The supervisors demonstrated a marked tendency towards practical topics versus theoretical abstract topics when they evaluated Correctional Officers' Basic Training. It seems safe to conclude that supervisors felt that placing emphasis on the more valuable control skills, rather than on the possible preventative skills of affective human relations, was the prudent direction for Correctional Officers' Basic Training.

As a matter of fact, virtually all of the twenty highest rated topics by supervisors related to the day-by-day mechanical aspects of the job, rather than the interpersonal ones.

As with the previous respondents, several of the mean scores for topics were identical. In order to maintain consistency these topics were ranked in the order they appeared on the orginal questionnaire.

Table 66

Topic Ratings by Supervisors

Topic	Mean	S/D	Rank
General Goals& Organization			
Knowledge of ...			
Departmentment organization	3.7	1.07	56
Chain of command	4.6	.50	9
Code of ethics	4.3	.91	30
Master agreement	3.9	1.21	47
Confidentiality	4.4	.76	22

Table 66 (continued)

Performance standards & appraisal system	3.8	1.25	55
Legal Aspects			
Knowledge of ...			
Court & legal system	3.9	1.1	51
Acts & statutes	3.4	.94	60
Inmate rights	4.0	.88	45
Interpretation of legal documents	3.9	1.1	48
Collection of evidence	4.6	.65	13
Giving evidence	4.2	1.1	37
Health & safety	4.1	.83	42
Interpersonal and Professional Development Skills			
Ability to ...			
use communication skills	4.4	.84	23
use interpersonal skills	4.4	.84	27
understand self	4.3	.99	31
work in a team setting	4.5	1.19	15
give orders	3.9	1.03	52
supervise (CO) of the opposite sex	3.6	1.39	58
manage stress, conflict	4.5	.86	16
understand inmate psychology	4.2	.70	38
understand inmate subculture & language	4.3	.73	32
understand inmates of other cultures	3.9	1.41	53
The desire to...			
develop a professional attitude & image	4.5	.65	17
take advantage of training/ educational opportunities	4.3	.91	33
The knowledge of...			
career paths	4.1	.86	41

Table 66 (continued)

Operational Procedures			
Knowledge of ...			
Standard operational procedures	4.7	.47	8
Emergency procedures	4.9	.36	5
Correct form usuage	4.3	.91	34
Admitting/releasing inmates	4.3	1.20	35
Classification process	3.9	.92	49
Knowledge of how to...			
Managing inmates based on classification	4.2	1.05	39
Safeguard govt property and materials	3.9	.86	54
Issue supplies	3.5	1.02	59
Manage and allocate time	4.4	.63	28
Monitor inmate movement	4.2	.80	40
Counsel inmates	4.4	.94	24
Deal with outside agencies	3.7	1.1	57
Deal with support staff	4.0	.96	46
Security Skills			
Ability to...			
Count inmates	5.0	.00	1
Control entrances	4.8	.58	6
Conduct searches of physical plant	4.9	.27	2
Conduct searches of inmates	4.9	.27	3
Maintain perimeter	4.6	.75	10
Use institutional equipment	4.6	.76	14
Use and maintain emergency equipment	4.6	.63	11
Write reports	4.5	.76	18
Maintain log/record	4.5	.76	19
Meet standard of self defence and fitness	4.1	1.21	43
Evaluate safety factors of physical plant	4.1	1.21	44

Table 66 (continued)

Know the effects of drugs/alcohol	4.4	.65	25
Meet standards of first aid	4.4	.94	26
Supervise exercise yard	4.3	.99	36
Supervise inmate recreation	4.4	.84	29
Operate as a team or backup	4.6	.50	12
Escort inmates	4.9	.27	4
Supervise visits	4.8	.43	6
Perform bush gang duty	3.9	1.39	50
Supervise work gang	4.5	.94	20
Drive defensively	4.5	.94	21

Tables 67 and 68 present the twenty topics and subject areas which were identified as the most useful and least useful components of Correctional Officers' Basic Training in the opinion of the supervisors.

Table 67 identified "ability to count inmates" as the most useful skill taught at Correctional Officers' Basic Training. The next three highest skills, all of which were security skills, were rated with almost perfect scores of 4.9. The remaining 16 skills ranged from mean ratings of 4.9 to 4.5.

Table 67

Twenty Highest Rated Topics by Supervisors

Topic	Subject Area	Mean	Rank
Count inmates	Security Skills	5.0	1
Search physical plant	" "	4.9	2
Search inmates	" "	"	3
Escort inmates	" "	"	4
Emergency procedures	Operational	"	5
Control entrances	Security skills	4.8	6
Supervise visits	" "	"	7
Standard Op Pro	Operational	4.7	8
Chain of command	General Goals	4.6	9
Maintain perimeter	Security Skills	"	10
Emergency equipment	" "	"	11
Operate as backup	" "	"	12
Collection of evidence	Legal Aspects	"	13
Institutional equipment	Security Skills	"	14
Team setting	Interpersonal	4.5	15
Manage stress	" "	"	16
Professional attitude	" "	"	17
Write reports	Security Skills	"	18
Maintain log	" "	"	19
Work gang	" "	"	20

Table 68 identified "Acts & statutes" as the least useful skill taught at Correctional Officers´ Basic Training in its provision of the necessary on-the-job skills. Topics are displayed from rank 41 to the progressively less useful rank of 60.

Supervisors were asked what they saw to be the most valuable and least valuable skills learned at Correctional Officers´ Basic Training. The variety of responses given are presented in summary form and itemized in Tables 69 and 70.

Table 68

Twenty Lowest Rated Topics
by Supervisors

Topic	Subject Area	Mean	Rank
Career paths	Profess Devel	4.1	41
Health & safety	Legal Aspects	"	42
Self defence	Security Skills	"	43
Safety factors/plant	" "	"	44
Inmate rights	Legal Aspects	4.0	45
Support staff	Operational	"	46
Master agreement	General Goals	3.9	47
Legal documents	Legal Aspects	"	48
Classification process	Operational	"	49
Bush gang	Security Skills	"	50
Court & legal system	Legal Aspects	"	51
Give orders	Interpersonal	"	52
Inmates of other cultures	" "	"	53
Government property	Operational	"	54
Performance standards	General Goals	3.8	55
Department organization	" "	3.7	56
Outside agencies	Operational	"	57
Supervise (CO)	Interpersonal	3.6	58
Issue supplies	Operational	3.5	59
Acts & statutes	Legal Aspects	3.4	60

The most valuable skills identified in Table 69 were consistent with the highest ranked topics identified in Table 67. In other words, the supervisors consistently identified the mechanical security oriented skills as those most useful. Table 70 identified those skills which supervisors perceived to be the least valuable. Once again, there was a consistent pattern with those topics with the lowest ranking.

Table 69

Supervisors´ Perceptions of the Most Valuable Skills Learned at C.O.B.T.

Skill	Frequency
Security skills	6
Offender management	2
Interpersonal communication	2
Warrants and legal system	1
Chain of command	1
Physical fitness	1
Search methods	1
Standard op procedures	1
Use of equipment	1
Skills for 1st and 2nd year	1
	17

Table 70

Supervisors´ Perceptions of the Least Valuable Skills Learned at C.O.B.T.

Skill	Frequency
Interpersonal communication	3
Offender management	2
Self defence	2
Physical fitness	2
Department organization	1
Living Unit programs	1
First Aid	1
	12

Supervisors were also asked what topics could be added to enhance the effectiveness of Correctional Officers´ Basic Training and what improvements could be made. Their suggestions are presented in summary form and itemized in Tables 71 and 72. Supervisors suggested eight additional topics to enhance the existing curricula of Correctional Officers´ Basic Training, virtually all of which were security oriented. In addition, supervisors suggested ten possible improvements to Correctional Officers´ Basic Training, virtually all of which were human relations oriented.

Throughout the data there was a constant recurring paradox of recognizing the need for, and wanting, offender management skills yet stressing security skills.

Table 71

Suggested Additional Topics for
Correctional Officers´ Basic Training
by Supervisors

Topic	Frequency
Aggressive inmate control	2
Riot control	1
Fire fighting	1
Response team duties	1
Codes	1
Stress managenent	1
Probleming solving	1
	8

The suggestions put forth by supervisors demonstrated that they were not totally negative, but rather they perceived positive ways to improve Correctional Officers´ Basic Training. To dismiss these critical responses by supervisors and ex-inductees alike as simple negativism would be a grave error. Instead, if acted upon the policy makers could rejuvenate the training process by demonstrating a willingness to listen to concerns.

Table 72

Suggested Improvements to Correctional Officers´ Basic Training by Supervisors

Suggestion	Frequency
More competent instructors	3
Training at centres	2
Greater input by supervisors	2
Shorten courses	2
Consistency between centre and Staff College	2
Keep to basics	1
More realistic	1
Psychological testing	1
Use outside agencies to teach	1
Course in communicating problems	1
	16

Summary

This chapter presented descriptive data from the respondents. Frequency and percentage distributions were presented to describe the personal information, general information and learning location preference data of all respondents.

Ranking of items by means was employed to identify the degree of usefulness of Correctional Officers' Basic Training course topics as expressed by all respondents.

The skills which were perceived to be the most and least valuable learned during Correctional Officers' Basic Training were described using frequency and percentage distributions. Additional topics and suggested improvements to Correctional Officers' Basic Training were summarized and reported using frequency distributions.

Even a cursory glance at the data presented in this chapter offers the reader an opportunity to observe the obvious similarities among the three groups; however, it is perhaps more significant to highlight the discrepancies. In the remainder of this report an attempt will be made to draw inferences and conclusions regarding the existence of these similarities and discrepancies among the responses of the three groups.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND IMPLICATIONS

This chapter includes the summary, conclusions and implications of this research. The first section of the chapter provides a summarization of the study, including its purpose, methodology, data analysis and findings. The second section presents the conclusions derived from the findings. The third section deals with some implications for correctional officer trainers, administrators and for further research.

SUMMARY

The Solicitor General´s Staff College administration and training staff strive to provide a quality training program for correctional officer inductees. At the same time, correctional officer inductees expect to receive quality training.

It is important that the ex-inductees, supervisors and trainers alike are offered the opportunity to reflect upon the various aspects of Correctional Officers´ Basic Training. Such reflection may offer valuable insight into their level of satisfaction with those aspects of their training.

Purpose

The purpose of this research was to determine the value of the induction program for correctional officers in Alberta -- Correctional Officer's Basic Training -- through the eyes of the ex-inductees who have graduated from the program, their immediate supervisors and their trainers. The primary intent was to determine the perceived degree of effectiveness in the provision of the necessary on-the-job skills. The administration of the program could be appraised to determine whether the course duration, location and structure were appropriate.

Sub-Problems

Eight sub-problems were developed to direct this research:

1. To identify the personal and background characteristics of ex-inductees, trainers and supervisors.
2. To identify problems faced by ex-inductees through the requirements of participation in the program.
3. To identify the needs for knowledge and skills required by correctional officers as perceived by ex-inductees, trainers and supervisors.
4. To evaluate the utility of the various program resources as perceived by ex-inductees and trainers.

5. To identify training needs which could best be met at Staff College, on-the-job or a combination of both.
6. To evaluate the utility of the various components of the program as perceived by ex-inductees, trainers and supervisors.
7. To compare the perceptions of ex-inductees, trainers and supervisors to various aspects of the program.
8. To receive suggestions to improve training practices (content and procedures) from ex-inductees, trainers and supervisors.

Methodolgy

The methodology used in this study was the administeration of a needs assessment to graduates of the Correctional Officers´ Basic Training program.

The research instruments developed for data collection were three questionnaires each consisting of three sections. The first section related to personal information; the second related to general information regarding program delivery; and the third section related to program evaluation. The questionnaires were completed by graduates of Correctional Officers´ Basic Training between 1982 and 1987; staff trainers at Staff College during the November 1987 Correctional Officers´ Basic Training class; and first-line supervisors (CO. III´s) responsible for Work Performance Evaluations at various provincial institutions in November 1987.

This particular needs assessment study involved seven basic steps: (1) deciding who would provide the information; (2) deciding what information would be collected; (3) developed procedures for collecting the information; (4) collecting the information; (5) processing and analyzing the information; (6) designating needs based on the analysis of the information; and (7) informing the decision-makers of the results.

Data Analysis

The survey instruments were constructed to facilitate key punching of raw data. The data were transfered directly to computer files by Mrs. Chris Prokop in the Department of Educational Administration, University of Alberta. Open ended responses were aggregated by topic through content analysis.

The following statistical analyses were utilized in this study:

(1) Frequency and percentage distributions were used to describe the personal data.

(2) Frequency and percentage distributions were used to describe the responses to the general information items.

(3) Percentage distributions were used to describe the responses to items where frequency would be less descriptive.

(4) Percentage distributions were used to describe the learning location preferences of the respondents.

(5) Means were computed for ranking program items which were rated according to their perceived degree of effectiveness.

(6) Written responses were categorized and then frequency distributions were developed.

Findings

1. To identify the personal and background characteristics of ex-inductees, trainers and supervisors.

There was little difference between the background characteristics of ex-inductees and the characteristics of any heterogeneous group entering the labour force -- young and well educated. This, of course, will have tremendous implications for the future recruitment and staff development needs of correctional officers. This type of recruit are generally more inclined to be non-transient and career oriented. For example, sixty-six percent of ex-inductees have completed some type of further education and/or training since completing Correctional Officers´ Basic Training.

2. To identify problems faced by ex-inductees through the requirements of participation in the program.

The ex-inductees revealed that they became correctional officers for the traditional reasons of seeking employment in a given vocation -- security of employment, interesting and responsible job, good salary and fringe benefits.

Ex-inductees demonstrated high levels of confidence in their personal abilities prior to, and as a result of, the knowledge and skills gained during Correctional Officers´ Basic Training, however their supervisor´s did not.

Supervisors generally felt that Correctional Officers´ Basic Training provided little more than the basic essentials regarding the techniques and procedures of custody. And it is abundantly clear that technical proficiency in the mechanics of security is necessary and will vastly improve the performance of correctional officers, however of much more fundamental importance are the correctional officer´s attitudes towards inmate management. Attempts must be made to confront the inductee with situations and problems identical with those of everyday practice through role play, group discussion and case studies.

Today we have the advantage of being able to see that there is no reason at all why instruction in elementary psychology should not be given in practical skills rather than theoretical abstractions. The stress should be placed on easily used and understood techniques for resolving day-to-day problems.

The findings, as they emerge from this research and the few others available, indicate simply that correctional officers are for the most part ordinary human beings with ordinary human failings and virtues. They have been placed in often impossible situations without the proper training to understand possible ones. One of the extraordinary features of the modern correctional centre is its move away from the traditional custodial philosophy and the awakening of inmate rights simultaneously, further complicating institutional tensions.

3. To identify the needs for knowledge and skills required by correctional officers as perceived by ex-inductees, trainers and supervisors.

The knowledge and skills needed by correctional officers were seen as essentially those covered in Correctional Officers' Basic Training. Ex-inductees, however, almost evenly fell into two camps regarding the relative emphasis to be placed upon the mechanics of security as an underlying theme and upon abstract concepts dealing with the human relations aspects of corrections.

At present, Correctional Officers' Basic Training consists primarily of instruction in the skills and mechanics of security procedures and the handling of inmates to maintain order and to prevent possible confrontations. Several supervisors´ raised concerns about the Staff College´s reliance on this existing dichotomy. As they saw it, the real training occurs on the job under inmate manipulation and testing and veteran correctional officers´ pressure to conform to existing security attitudes and behaviours.

Like teachers, police officers, hospital personnel or any other occupation with a highly organized work environment, the correctional officer learns appropriate work behaviour and attitudes through a process known as "occupational socialization" (Becker,1961). For the correctional officer, occupational socialization means becoming part of the world of behind the bars of a correctional centre where he/she shapes the behaviour of others and where the experience, in turn, shapes him/her. To become an effective part of this environment the correctional officer must incorporate a wide range of skills. He must learn how he/she should think, talk, and act on the job through interaction with inmates and especially with other correctional officers. With time, the inductee becomes part of the subculture, for he/she cannot remain in the institution without accommodating to it in some way.

The primary measure of a "good" correctional officer on the job is the degree to which his/her authority over inmates is established. As a result, those correctional officers believing in a treatment orientation are likely to encounter severe criticism from their peers. If change is to occur in Alberta's correctional centres, greater effort must be focused upon developing an institutional commitment to additional training for correctional officers on a yearly basis.

4. To evaluate the utility of the various program resources as perceived by ex-inductees, trainers and supervisors.

Ex-inductees generally enjoyed their induction experience at Staff College, and a large percentage recommended it as the best location for further education and/or training. The athletic/recreation and leisure time support services provided to ex-inductees were considered very useful or useful by the vast majority of ex-inductees.

Program Evaluation

The following sub-problems were used to direct the program evaluation section of this study:

5. To identify training needs which could best be met at Staff College, on-the-job or as a combination of both.

There was general support for the provision of training through a staff college structure. Generally speaking, the more theoretical topics were seen as best learned at the Staff College. Whereas, the practical, security oriented topics were seen as best learned on-the-job since certain aspects of training require an "institutional content" to provide direct relevance. Moreover, a large percentage of ex-inductees felt that a combination of both was the best alternative. There is, therefore, an important role for in-service training at the institution.

6. To evaluate the utility of the various components of the program as perceived by ex-inductees, trainers and supervisors.

The evaluation of the course topics revealed that the topics being taught in Correctional Officers' Basic Training were topics which the inductee found useful when he/she returned to the institution. The topics favoured were security oriented topics. The offender management topics were less popular, but only a handful were rated among the twenty lowest rated topics.

7. To compare the perceptions of ex-inductees, trainers and supervisors to various aspects of the program.

The perceptions of the course did not vary greatly between those of the trainers and ex-inductees. In almost all cases the trainers rated the individual topics higher than did the ex-inductees. The greatest degree of difference in ratings was with offender management topics where the trainers rated them much more useful than did the ex-inductees.

8. To receive suggestions to improve training practices (content and procedures) from ex-inductees, trainers and supervisors.

Both the ex-inductees and supervisors suggested additional topics and improvements to the course. The ex-inductees´ and supervisors´ topic suggestions were generally for more self defence and improved security skills. However, at least as many suggestions dealt with improved human relations topics.

More importantly, the majority of suggestions to improve Correctional Officers´ Basic Training dealt not with course content, but rather focused on the human dynamics of the inductee-trainer relationship. There were a significant number of concerns about the perceived incompetence of the trainers and the intimidation tactics of some trainers.

CONCLUSIONS

The results of this research indicate that ex-inductees, trainers and supervisors agree that Correctional Officers´ Basic Training in its present form provides the basic knowledge and skills to perform the more mechanical aspects of the security duties required by new correctional officers. However, the reverse is true on the other side of the equation. Ex-inductees and supervisors felt that Correctional Officers´ Basic Training fails in its instruction of human relations, or offender management skills. Only 28 percent of ex-inductees and 14 percent of supervisors felt that the offender management skills taught at Correctional Officers´ Basic Training were either very applicable or applicable to their actual duties as correctional officers.

It was concluded that Correctional Officers´ Basic Training was far more successful in fulfilling the immediate job related needs of correctional officers with their security training than with offender management training. Even though, this Security Skills/Offender Management dichotomy is a difficult one to work with, it was deemed necessary to group together the job competencies rather than deal with them individually.

It could be argued that although offender management skills are more important, the Correctional Officers´ Basic Training program has much greater success in teaching security skills because they are more effable types of knowledge. Thus, security skills are perceived to be easier to teach and to objectively evaluate. The 3000 Series of Work Performance Evaluations, for example, are all oriented towards security skills. To further substantiate the claim of ex-inductees in their ability to perform the security duties of a correctional officer. Forty-one percent of ex-inductees and 50 percent of supervisors saw the 3000 Series of Work Performance Evaluations as only a somewhat or not a very important component of the overall training process.

Notwithstanding the preceding comments, security skills are extremely important skills for correctional officers; the most effective correctional officer would be one with highly developed human relations skills. However, teaching someone how to effectively deal with inmates is far more difficult, more time consuming, and the result is extremely difficult to accurately assess. In short, security skills are vital to the overall performance of effective correctional officers. Moreover, these skills are relatively easy to impart, and any Correctional Officers' Basic Training program must include some instruction in this area. However, without effective offender management skills these skills are problematic in a highly explosive environment, such as a correctional centre.

In evaluating the program in its entirety, the importance placed on various topics which make up

Correctional Officers´ Basic Training varied; however, it is significant that only a small number of topics were rated other than "useful" by the majority within the three groups. Where this was especially true was with those topics covered in Security Skills. This observation is significant, because the data gathering instrument was designed using a five point Likert scale so not to preclude the emergence of negative responses if these were the actual convictions of the respondent.

IMPLICATIONS

The data provided by this research resulted in some significant findings; however, it is recognized that much more empirical work is needed in this area of correctional officer training. Suggestions concerning implications for training correctional officers must, therefore, be regarded cautiously.

Implications for Program Planners

The findings of this study indicate that correctional officer inductees expressed an overall level of confidence in their abilities to effectively perform the duties of a correctional officer as a direct result of Correctional Officers´ Basic Training. In order to achieve program effectiveness Staff College administration will need to acknowledge the difference in opinions between ex-inductees and supervisors. Supervisors identified specific areas of skill deficiencies in correctional officer inductees that should be addressed.

Ex-inductees and supervisors, alike, were satisfied with many aspects of Correctional Officers´ Basic Training. Yet, their opinions suggested that improvements could be made in all aspects of Correctional Officers´ Basic Training. Concerns such as these over time could have an adverse effect on Correctional Officers´ Basic Training in particular and Staff College as a whole. Significantly, 64 of the possible 93 ex-inductees responded to the open-ended questions regarding program improvements. This finding might suggest that the Staff College administration should take action to improve its image with ex-inductees and supervisors. Such action could possibly include: (1) placing more emphasis on correctional officers´ basic and continuing education in the areas of offender management, communication, listening and other human relation skills; (2) advocating that institutional administration actively support offender management and interpersonal communication as necessary factors in maintaining a secure institution; and, (3) developing a mechanism for providing continuous feedback from participants in training programs for the future modification and improvement of these programs.

Implications for Further Research

Although this research provided useful information regarding program effectiveness, further research in the area might either support or refute the conclusions of this research. Further research regarding program effectiveness of Correctional Officers´ Basic Training might expand the data base as follows:

1) A replication of this research with a larger sample to include a greater representation from all provincial institutions could be undertaken to determine perceptions of Correctional Officers´ Basic Training effectiveness differ significantly from the findings of this research.
2) The replication of this research could be undertaken to determine if correctional officers´ perceptions of training effectiveness differ significantly by personal characteristics of respondents and by type of correctional institution from the findings of this research.
3) Further research could be conducted to define the relationship between expectations and outcomes of Correctional Officers´ Basic Training to determine its effect on perceived program effectiveness.
4) Further research could be conducted to determine the effectiveness of teaching methodologies in training programs.

5) Further research could be conducted to determine the perceived degree of program effective among living unit officers versus correctional officers.

6) Further research is needed to develop an all encompassing understanding of the necessary skill proficiencies for an effective correctional officer.

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APPENDIX "A"

QUESTIONNAIRES

Correctional Officers Basic Training

Ex-Inductee Questionnaire

I. Personal Information

CODE # ____

1. Please check () the institution at which you are presently employed ?

___1_

1 ( ) Belmont 1 - 4
2 ( ) Calgary Correctional Centre
3 ( ) Calgary Remand
4 ( ) Edmonton Remand
5 ( ) Fort Saskatchewan Correctional Centre
6 ( ) Grande Cache Correctional Centre
7 ( ) Lethbridge Correctional Centre
8 ( ) Medicine Hat Correctional Centre
9 ( ) Peace River Correctional Centre 5, 6
10 ( ) Red Deer Remand
11 ( ) St. Paul Correctional Centre
12 ( ) other

2. Please check ( ) your present classification.

1 ( ) Correctional Officer I
2 ( ) Correctional Officer II 7
3 ( ) Correctional Officer III

4 ( ) Living Unit Officer I (CSW I)
5 ( ) Living Unit Officer II (CSW II)
6 ( ) Living Unit Officer III (CSW III)

3. Please check ( ) how long you have held this classification.

1 ( ) 12 months or less
2 ( ) 1 year to 2 years 8
3 ( ) 2 years to 3 years
4 ( ) 3 years to 5 years
5 ( ) 5 years to 10 years
6 ( ) more than 10 years

4. Please check ( ) how long you have been employed by Alberta's Solicitor General.

1 ( ) 12 months or less
2 ( ) 1 year to 2 years 9
3 ( ) 2 years to 3 years
4 ( ) 3 years to 5 years
5 ( ) 5 years to 10 years
6 ( ) more than 10 years

5. Please check ( ) how old you will be on January 1, 1988.

1 ( ) less than 21 years
2 ( ) 21 to 30 years 10
3 ( ) 31 to 40 years
4 ( ) 41 to 50 years
5 ( ) 51 to 60 years
6 ( ) more than 61 years

6. Please indicate ( ) your sex.

1 ( ) male 11
2 ( ) female

7. Please select ( ) from the alternatives listed below, that which best describes the highest level of education you have attained.

1 ( ) Grade 10 or less
2 ( ) Grade 10 or higher, but did not complete high school 12
3 ( ) Completed high school (high school diploma)
4 ( ) Some non-university postsecondary education
5 ( ) Completed a non-university postsecondary program
6 ( ) Some university education
7 ( ) Completed a university degree
8 ( ) Some graduate university education

II. General Information

1. What were your reasons for becoming a Correctional Officer ? Some of the following are frequently cited. Please rate and check ( ) each of the factors as you perceive them to have influenced your choice of career from most important to least important.

	most important				least important	
	5	4	3	2	1	
geographic location of institution	( )	( )	( )	( )	( )	13
no other suitable employment available	( )	( )	( )	( )	( )	14
career advancement prospects	( )	( )	( )	( )	( )	15
good salary and fringe benefits	( )	( )	( )	( )	( )	16
security of employment	( )	( )	( )	( )	( )	17
interesting and responsible job	( )	( )	( )	( )	( )	18
a desire to help people in distress	( )	( )	( )	( )	( )	19

2. How long were you employed at your given institution prior to your induction training at C.O.B.T. ? Please check ( ) the response closest to your personal experience.

1 ( ) 0 to 1 month 20
2 ( ) 1 to 3 months
3 ( ) 3 to 6 months
4 ( ) 6 to 9 months
5 ( ) 9 months to 1 year

3. In your opinion, how soon after initial employment should new employees start their induction training (C.O.B.T.) ? Please check ( ) the response closest to your personal opinion.

1 ( ) immediately upon employment 21
2 ( ) 1 to 3 months
3 ( ) 3 to 6 months
4 ( ) 6 to 9 months
5 ( ) 9 months to 1 year

4. With the amount of experience and academic qualifications you have, did you feel confident in attending a five week induction training course (C.O.B.T.) at Staff College ? Please check ( ) the choice which best described your level of confidence upon entering C.O.B.T..

very confident				not very confident	
5	4	3	2	1	
( )	( )	( )	( )	( )	22

5. On return to your given institution following C.O.B.T., what did you perceive your level of confidence to be in terms of your ability to perform your job; as a result of the training received at C.O.B.T. ? Please check ( ) the response closest to your level of confidence.

very confident				not very confident	
5	4	3	2	1	
( )	( )	( )	( )	( )	23

6. After returning to your given institution, did you feel that the offender management you were taught at C.O.B.T. was applicable to your actual duties ? Please check ( ) the response closest to your personal experience.

very applicable				not very applicable	
5	4	3	2	1	
( )	( )	( )	( )	( )	24

7. After returning to your given institution, did you feel that the security skills you were taught at C.O.B.T. were applicable to your actual duties ? Please check ( ) the response closest to your personal experience.

very applicable				not very applicable	
5	4	3	2	1	
( )	( )	( )	( )	( )	25

8. As a result of your involvement in C.O.B.T., do you feel more stress should be placed on offender management or security skills ?

1 ( ) Offender management
OR 26
2 ( ) Security skills

9. In your opinion, how could a Correctional Officer best maintain a high level of knowledge and skills after C.O.B.T. ? Please rate ( ) each of the following in terms of likely effectiveness and acceptability by Correctional Officers.

	Very effective/ effective/acceptable			Not very unacceptable		
	5	4	3	2	1	
Part-time extension or correspondence courses through community colleges or university.	( )	( )	( )	( )	( )	27
Refresher courses at Staff College.	( )	( )	( )	( )	( )	28
In-service training at the institution	( )	( )	( )	( )	( )	29

10. Most Corectional Officer inductees were away from home for a five week period with the exception of weekend trips home. Please check ( ) the statement that comes closest to your reaction to the experience.

30

1 ( ) It proved to be a positive experience
2 ( ) It proved to be an experience with no related personal problems
3 ( ) If it were not for the weekend trips, it would have been difficult personally
4 ( ) The fact that I was away from home for 5 weeks at a stretch made it very difficult

11. Do feel that the completion of the 1,000 series of self-study modules prior to the academy training at Staff College adequately prepared you for what to expect of the security skills training at C.O.B.T.? Please check ( ) the description which is the closest to your personal experience.

very adequately				not very adequately	
5	4	3	2	1	
( )	( )	( )	( )	( )	31

12. Do you feel that the completion of the self-study modules (1,000 series) prior to the academy training at Staff College helped make you feel more comfortable about attending C.O.B.T.; and therefore directly contributed to your individual success ? Please check ( ) the description which is the closest to your personal experience.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	32

13.Do you feel that the 1,000 series of self-study modules prior to the academy training at Staff College are an important part of the training process or do you feel that they are unnecessary and that the academy training (2000 series) in itself is sufficient ? Please check ( ) the response closest to your personal opinion.

very important				not very important	
5	4	3	2	1	
( )	( )	( )	( )	( )	33

14.Do you feel that the Work Performance Evaluation (3000 series) following the academy training at Staff College is an important part of the training process or do you feel that it is unnecessary and that the academy training (2000 series) in itself is sufficient ? Please check ( ) the response closest to your personal opinion.

very important				not very important	
5	4	3	2	1	
( )	( )	( )	( )	( )	34

15.Since completing C.O.B.T. what, if any, continuing education/training courses offered by the Solicitor General have you been involved in ? Please check ( ) the response closest to your personal experience.

1 ( ) Correctional Officer Leadership Development
2 ( ) Corrections courses at community college (Certificate Program) 35
3 ( ) Correspondence courses from Athabasca University or Simon Fraser University (Professional Certification)
4 ( ) Extension courses at the University of Alberta
5 ( ) Professional development courses at Staff College
6 ( ) Other, please specify

____

16. If you have not had the opportunity, since completing C.O.B.T., to engage in any continuing education or training courses offered by the Solicitor General please check ( ) the highest level you eventually wish to pursue.

1 ( ) Correctional Officer Leadership Development
2 ( ) Corrections courses at community college (Certificate Program) 36
3 ( ) Correspondence courses from Athabasca University or Simon Fraser University (Professional Certification)
4 ( ) Extension courses at the University of Alberta
5 ( ) Professional development courses at Staff College
6 ( ) Have no desire to pursue continuing education or additional training
7 ( ) Other, please specify ______________________________

____

17. In your opinion, do feel that the physical fitness component of C.O.B.T. made a worthwhile contribution in your ability to perform your job ? Please check ( ) the response closest to your personal experience.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	37

18. In your opinion, do feel that a follow-up to the physical fitness component of C.O.B.T. at your given institution would be worthwhile ? Please check ( ) the response closest to your personal opinion.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	38

III. Program Evaluation

1. In what location do you think each of the following topics of C.O.B.T. would best be learned ? Please check ( ) one for each.

	1 Staff College	2 on-the-job training	3 combination of both	
Legal aspects	( )	( )	( )	39
Policies & Procedures	( )	( )	( )	40
Dress & Deportment	( )	( )	( )	41
Anatomy of a set-up	( )	( )	( )	42
Report Writing	( )	( )	( )	43
Inmate Training Programs	( )	( )	( )	44
Federal/Prov Agreement	( )	( )	( )	45
AIDS-Key Facts	( )	( )	( )	46
Individual Rights and Freedoms	( )	( )	( )	47
Drugs/Alcohol	( )	( )	( )	48
Female Offender	( )	( )	( )	49
Institutional Design	( )	( )	( )	50
Young Offenders Act	( )	( )	( )	51
Body Searching	( )	( )	( )	52
Strip Searching	( )	( )	( )	53
Restraint Equipment	( )	( )	( )	54
Contraband	( )	( )	( )	55
Escorting	( )	( )	( )	56
Key Control	( )	( )	( )	57
Counts	( )	( )	( )	58
Chemical Agents	( )	( )	( )	59
Unusual Inmates	( )	( )	( )	60
Hostage Behaviour	( )	( )	( )	61
Visiting Area Search	( )	( )	( )	62
Dorm Search	( )	( )	( )	63
Cell Search	( )	( )	( )	64
Kitchen Search	( )	( )	( )	65
Unit Search	( )	( )	( )	66
Outside Security Search	( )	( )	( )	67
Alberta Voc Centre	( )	( )	( )	68
Native Counsel Services	( )	( )	( )	69
CSW Series (career path)	( )	( )	( )	70
Self Defence	( )	( )	( )	71
C.P.R.	( )	( )	( )	72
First Aid	( )	( )	( )	73

2
1 - 4

	1 Staff College	2 on-the-job training	3 combination of both	
Operation of fire extinquisher	( )	( )	( )	5
Reporting a fire	( )	( )	( )	6
Use of a fire hose	( )	( )	( )	7
Operation of an institutional vehicle	( )	( )	( )	8
Breathing apparatus	( )	( )	( )	9
2 way radio	( )	( )	( )	10
Walk through scanner	( )	( )	( )	11
Hand scanner	( )	( )	( )	12

2.Rate each of the following competencies to its actual possible usefullness to you in performing your job as a Correctional Officer. Please check ( ) one response for each competency.

General Goals& Organization

Knowledge of ...	very useful 5	4	3	2	not very useful 1	
Departmentment organization	( )	( )	( )	( )	( )	13
Chain of command	( )	( )	( )	( )	( )	14
Code of ethics	( )	( )	( )	( )	( )	15
Master agreement	( )	( )	( )	( )	( )	16
Confidentiality	( )	( )	( )	( )	( )	17
Performance standards & appraisal system	( )	( )	( )	( )	( )	18

Legal Aspects

Knowledge of ...						
Court & legal system	( )	( )	( )	( )	( )	19
Acts & Statutes	( )	( )	( )	( )	( )	20
Inmate rights	( )	( )	( )	( )	( )	21
Interpretation of legal documents	( )	( )	( )	( )	( )	22

	very useful				not very useful	
	5	4	3	2	1	
Collection of evidence	( )	( )	( )	( )	( )	23
Giving evidence	( )	( )	( )	( )	( )	24
Health & Safety	( )	( )	( )	( )	( )	25

Interpersonal and Professional Development Skills

Ability to ...						
use communication skills	( )	( )	( )	( )	( )	26
use interpersonal skills	( )	( )	( )	( )	( )	27
understand self	( )	( )	( )	( )	( )	28
work in a team setting	( )	( )	( )	( )	( )	29
give orders	( )	( )	( )	( )	( )	30
supervise (CO) of the opposite sex	( )	( )	( )	( )	( )	31
manage stress, conflict	( )	( )	( )	( )	( )	32
understand inmate psychology	( )	( )	( )	( )	( )	33
understand inmate subculture & language	( )	( )	( )	( )	( )	34
understand inmates of other cultures	( )	( )	( )	( )	( )	35
The desire to...						
develop a professional attitude & image	( )	( )	( )	( )	( )	36
take advantage of training/educational opportunities	( )	( )	( )	( )	( )	37
The knowledge of...						
career paths	( )	( )	( )	( )	( )	38

	very useful 5	4	3	2	not very useful 1	
Collection of evidence	( )	( )	( )	( )	( )	23
Giving evidence	( )	( )	( )	( )	( )	24
Health & Safety	( )	( )	( )	( )	( )	25

Interpersonal and Professional Development Skills

Ability to ...						
use communication skills	( )	( )	( )	( )	( )	26
use interpersonal skills	( )	( )	( )	( )	( )	27
understand self	( )	( )	( )	( )	( )	28
work in a team setting	( )	( )	( )	( )	( )	29
give orders	( )	( )	( )	( )	( )	30
supervise (CO) of the opposite sex	( )	( )	( )	( )	( )	31
manage stress, conflict	( )	( )	( )	( )	( )	32
understand inmate psychology	( )	( )	( )	( )	( )	33
understand inmate subculture & language	( )	( )	( )	( )	( )	34
understand inmates of other cultures	( )	( )	( )	( )	( )	35
The desire to...						
develop a professional attitude & image	( )	( )	( )	( )	( )	36
take advantage of training/educational opportunities	( )	( )	( )	( )	( )	37
The knowledge of...						
career paths	( )	( )	( )	( )	( )	38

	very useful			not very useful		
	5	4	3	2	1	
Evaluate safety factors of physical plant	( )	( )	( )	( )	( )	62
Know the effects of drugs/alcohol	( )	( )	( )	( )	( )	63
Meet standards of first aid	( )	( )	( )	( )	( )	64
Supervise exercise yard	( )	( )	( )	( )	( )	65
Supervise inmate recreation	( )	( )	( )	( )	( )	66
Operate as a team or backup	( )	( )	( )	( )	( )	67
Escort inmates	( )	( )	( )	( )	( )	68
Supervise visits	( )	( )	( )	( )	( )	69
Perform bush gang duty	( )	( )	( )	( )	( )	70
Supervise work gang	( )	( )	( )	( )	( )	71
Drive defensively	( )	( )	( )	( )	( )	72

3. During C.O.B.T., various instructional methods were used. Please evaluate these various methods by checking ( ) each to its degree of effectiveness.

	very effective				not very effective	
	5	4	3	2	1	
Lecture	( )	( )	( )	( )	( )	73
Films/slides	( )	( )	( )	( )	( )	74
Demonstration	( )	( )	( )	( )	( )	75
Lecture with training aids	( )	( )	( )	( )	( )	76
Practice application of skills	( )	( )	( )	( )	( )	77
Self study	( )	( )	( )	( )	( )	78

___3_
1 -4

4. Please rate the proficiency of the instructors of C.O.B.T. as to their teaching skills, background knowledge and personal suitability to the job.

	very competent				not very competent	
	5	4	3	2	1	
Teaching skills	( )	( )	( )	( )	( )	5
Background knowledge	( )	( )	( )	( )	( )	6
Personal suitability	( )	( )	( )	( )	( )	7

5. Rate each of the following other services and facilities as to their usefulness to the inductee while on course. Please check ( ) one for each.

	very useful				not very useful	
Services & Facilities	5	4	3	2	1	
Library	( )	( )	( )	( )	( )	8
Athletic & Recreation Facilties	( )	( )	( )	( )	( )	9
Leisure time activities	( )	( )	( )	( )	( )	10
Media services	( )	( )	( )	( )	( )	11

6. In your view, what were the most valuable skills learned at C.O.B.T.? Please, specify.

____

____

7. In your view, what were the least valuable skills learned at C.O.B.T. ? Please, specify.____________

____

____

8. In your opinion, were there any topics other than those listed in question 1 - part III that would have improved C.O.B.T. and better prepared you for the job ? If so, please specify. ___________________
____

9. In your view, is there anything that would improve C.O.B.T. ? If so, please specify. ________________
____

Thank-you, for your cooperation.

Correctional Officers Basic Training

Trainers Questionnaire

I. Personal Information

CODE # ____

1. Please check () the institution at which you are presently employed ?

___1_

1 ( ) Belmont 1 - 4
2 ( ) Calgary Correctional Centre
3 ( ) Calgary Remand
4 ( ) Edmonton Remand
5 ( ) Fort Saskatchewan Correctional Centre
6 ( ) Grande Cache Correctional Centre
7 ( ) Lethbridge Correctional Centre
8 ( ) Medicine Hat Correctional Centre
9 ( ) Peace River Correctional Centre 5, 6
10 ( ) Red Deer Remand
11 ( ) St. Paul Correctional Centre
12 ( ) Staff College

2. Please check ( ) your present classification.

1 ( ) Correctional Officer III 7
2 ( ) Asst. Director Training
3 ( ) Senior Training Manager
4 ( ) Program Development Co-ordinator
5 ( ) Training Manager
6 ( ) Other

3. Please check ( ) how long you have held this classification.

1 ( ) 12 months or less
2 ( ) 1 year to 2 years 8
3 ( ) 2 years to 3 years
4 ( ) 3 years to 5 years
5 ( ) 5 years to 10 years
6 ( ) more than 10 years

4. Please check ( ) how long you have been employed by Alberta´s Solicitor General.

1 ( ) 12 months or less
2 ( ) 1 year to 2 years 9
3 ( ) 2 years to 3 years
4 ( ) 3 years to 5 years
5 ( ) 5 years to 10 years
6 ( ) more than 10 years

5. Please check ( ) how old you will be on January 1, 1988.

1 ( ) less than 21 years
2 ( ) 21 to 30 years 10
3 ( ) 31 to 40 years
4 ( ) 41 to 50 years
5 ( ) 51 to 60 years
6 ( ) more than 61 years

6. Please indicate ( ) your sex.

1 ( ) male 11
2 ( ) female

7. Please select ( ) from the alternatives listed below, that which best describes the highest level of education you have attained.

1 ( ) Grade 10 or less
2 ( ) Grade 10 or higher, but did not complete
high school 12
3 ( ) Completed high school (high school diploma)
4 ( ) Some non-university postsecondary education
5 ( ) Completed a non-university postsecondary program
6 ( ) Some university education
7 ( ) Completed a university degree
8 ( ) Some graduate university education

II. General Information

1. What were your reasons for becoming a Training Manager ? Some of the following are frequently cited. Please rate and check ( ) each of the factors as you perceive them to have influenced your choice of career from most to least important.

	most important 5	4	3	2	least important 1	
Career advancement	( )	( )	( )	( )	( )	13
Interest in helping others in educational advancement	( )	( )	( )	( )	( )	14
Day job versus shift work	( )	( )	( )	( )	( )	15
Interesting and responsible job	( )	( )	( )	( )	( )	16
A desire to help people reach their potential	( )	( )	( )	( )	( )	17

2. In your opinion, how soon after initial employment should new employees start their induction training (C.O.B.T.) ? Please check ( ) the response closest to your personal opinion.

1 ( ) 0 to 1 month 18
2 ( ) 1 to 3 months
3 ( ) 3 to 6 months
4 ( ) 6 to 9 months
5 ( ) 9 months to 1 year

3. With the amount of experience and academic qualifications you have, do you feel confident enough to instruct inductees in C.O.B.T.. Please check ( ) the choice which best describes your feelings.

very confident				not very confident	
5	4	3	2	1	
( )	( )	( )	( )	( )	19

4 .On return to your given institution following C.O.B.T., what do you perceive your level of confidence to be in terms of how well you performed your job in providing inductees with the necessary skills to do their jobs adequately. Please check ( ) the response closest to your level of confidence.

very confident				not very confident	
5	4	3	2	1	
( )	( )	( )	( )	( )	20

5. In your involvement in C.O.B.T., do you feel more stress should be placed on offender management or security skills ?

1 ( ) Offender management 21
OR
2 ( ) Security skills

6. In your opinion, how could a Correctional Officer best maintain a high level of knowledge and skills after C.O.B.T. ? Please rate ( ) each of the following in terms of likely effectiveness and acceptability by Correctional Officers.

	Very effective/ effective/acceptable			Not very unacceptable		
	5	4	3	2	1	
Part-time extension or correspondence courses through community colleges or university.	( )	( )	( )	( )	( )	22
Refresher courses at Staff College.	( )	( )	( )	( )	( )	23
In-service training at the institution	( )	( )	( )	( )	( )	24

7. Most Corectional Officer inductees were away from home for a five week period with the exception of weekend trips home. Please check ( ) the statement that comes closest to your reaction to the experience.

25

1 ( ) It proved to be a positive experience for the majority of inductees

2 ( ) It prcved to be an experience with no related personal problems for the majority of inductees

3 ( ) If it were not for the weekend trips, it would have been difficult for the majority of inductees

4 ( ) The fact that inductees were away from home for 5 weeks at a stretch made it very difficult for some

8. Do feel that the completion of the 1,000 series of self-study modules prior to the academy training at Staff College adequately prepared you for what to expect of the security skills training at C.O.B.T.? Please check ( ) the description which is the closest to your personal experience.

very adequately				not very adequately	
5	4	3	2	1	
( )	( )	( )	( )	( )	26

9. Do you feel that the completion of the self-study modules (1,000 series) prior to the academy training at Staff College helped make you feel more comfortable about attending C.O.B.T.; and therefore directly contributed to the individual success of inductees ? Please check ( ) the description which is the closest to your personal experience.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	27

10. Do you feel that the 1,000 series of self-study modules prior to the academy training at Staff College are an important part of the training process or do you feel that they are unnecessary and that the academy training (2000 series) in itself is sufficient ? Please check ( ) the response closest to your personal opinion.

very important				not very important	
5	4	3	2	1	
( )	( )	( )	( )	( )	28

11. Do you feel that the Work Performance Evaluation (3000 series) following the academy training at Staff College is an important part of the training process or do you feel that it is unnecessary and that the academy training (2000 series) in itself is sufficient ? Please check ( ) the response closest to your personal opinion.

very important				not very important	
5	4	3	2	1	
( )	( )	( )	( )	( )	29

12. In your opinion, do feel that the physical fitness component of C.O.B.T. made a worthwhile contribution in the ability of inductees to perform their job ? Please check ( ) the response closest to your personal opinion.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	30

13. In your opinion, do feel that a follow-up to the physical fitness component of C.O.B.T. at various institutions would be worthwhile ? Please check ( ) the response closest to your personal opinion.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	31

14. Do you feel that you have sufficient in-put into the development and direction of course curriculum? Please check ( ) the response which is closest to your personal opinion.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	32

15. Do you feel you are personally accountable for the inductees development in terms of future appraisals or a positive attitude to his job ? Please check ( ) the response closest to your personal opinion.

very accountable				not very accountable
5	4	3	2	1
( )	( )	( )	( )	( )

III. Program Evaluation

1. In what location do you think each of the following topics of C.O.B.T. would best be learned ? Please check ( ) one for each.

	1 Staff College	2 on-the-job training	3 combination of both	
Legal aspects	( )	( )	( )	34
Policies & Procedures	( )	( )	( )	35
Dress & Deportment	( )	( )	( )	36
Anatomy of a set-up	( )	( )	( )	37
Report Writing	( )	( )	( )	38
Inmate Training Programs	( )	( )	( )	39
Federal/Prov Agreement	( )	( )	( )	40
AIDS-Key Facts	( )	( )	( )	41
Individual Rights and Freedoms	( )	( )	( )	42
Drugs/Alcohol	( )	( )	( )	43
Female Offender	( )	( )	( )	44
Institutional Design	( )	( )	( )	45
Young Offenders Act	( )	( )	( )	46

	1 Staff College	2 on-the-job training	3 combination of both	
Body Searching	( )	( )	( )	47
Strip Searching	( )	( )	( )	48
Restraint Equipment	( )	( )	( )	49
Contraband	( )	( )	( )	50
Escorting	( )	( )	( )	51
Key Control	( )	( )	( )	52
Counts	( )	( )	( )	53
Chemical Agents	( )	( )	( )	54
Unusual Inmates	( )	( )	( )	55
Hostage Behaviour	( )	( )	( )	56
Visiting Area Search	( )	( )	( )	57
Dorm Search	( )	( )	( )	58
Cell Search	( )	( )	( )	59
Kitchen Search	( )	( )	( )	60
Unit Search	( )	( )	( )	61
Outside Security Search	( )	( )	( )	62
Alberta Voc Centre	( )	( )	( )	63
Native Counsel Services	( )	( )	( )	64
CSW Series (career path)	( )	( )	( )	65
Self Defence	( )	( )	( )	66
C.P.R.	( )	( )	( )	67
First Aid	( )	( )	( )	68
Operation of fire extinguisher	( )	( )	( )	69
Reporting a fire	( )	( )	( )	70
Use of a fire hose	( )	( )	( )	71
Operation of an institutional vehicle	( )	( )	( )	72
Breathing apparatus	( )	( )	( )	73
2 way radio	( )	( )	( )	74
Walk through scanner	( )	( )	( )	75
Hand scanner	( )	( )	( )	76

____2_

1 - 4

2.Rate each of the following competencies to its actual possible usefullness to you in performing your job as a Correctional Officer. Please check ( ) one response for each competency.

General Goals& Organization

	very useful				not very useful	
Knowledge of ...	5	4	3	2	1	
Departmentment organization	( )	( )	( )	( )	( )	5
Chain of command	( )	( )	( )	( )	( )	6
Code of ethics	( )	( )	( )	( )	( )	7
Master agreement	( )	( )	( )	( )	( )	8
Confidentiality	( )	( )	( )	( )	( )	9
Performance standards & appraisal system	( )	( )	( )	( )	( )	10

Legal Aspects

Knowledge of ...						
Court & legal system	( )	( )	( )	( )	( )	11
Acts & Statutes	( )	( )	( )	( )	( )	12
Inmate rights	( )	( )	( )	( )	( )	13
Interpretation of legal documents	( )	( )	( )	( )	( )	14
Collection of evidence	( )	( )	( )	( )	( )	15
Giving evidence	( )	( )	( )	( )	( )	16
Health & Safety	( )	( )	( )	( )	( )	17

Interpersonal and Professional Development Skills

Ability to ...						
use communication skills	( )	( )	( )	( )	( )	18
use interpersonal skills	( )	( )	( )	( )	( )	19

	very useful				not very useful	
	5	4	3	2	1	
understand self	( )	( )	( )	( )	( )	20
work in a team setting	( )	( )	( )	( )	( )	21
give orders	( )	( )	( )	( )	( )	22
supervise (CO) of the opposite sex	( )	( )	( )	( )	( )	23
manage stress, conflict	( )	( )	( )	( )	( )	24
understand inmate psychology	( )	( )	( )	( )	( )	25
understand inmate subculture & language	( )	( )	( )	( )	( )	26
understand inmates of other cultures	( )	( )	( )	( )	( )	27
The desire to...						
develop a professional attitude & image	( )	( )	( )	( )	( )	28
take advantage of training/educational opportunities	( )	( )	( )	( )	( )	29
The knowledge of...						
career paths	( )	( )	( )	( )	( )	30

Operational Procedures

Knowledge of ...						
Standard Operational Procedures	( )	( )	( )	( )	( )	31
Emergency procedures	( )	( )	( )	( )	( )	32
Correct form usuage	( )	( )	( )	( )	( )	33
Admitting/releasing inmates	( )	( )	( )	( )	( )	34
Classification process	( )	( )	( )	( )	( )	35
Knowledge of how to...						
Managing inmates based on classification	( )	( )	( )	( )	( )	36
Safeguard govt property and materials	( )	( )	( )	( )	( )	37
Issue supplies	( )	( )	( )	( )	( )	38
Manage and allocate time	( )	( )	( )	( )	( )	39

	very useful				not very useful	
	5	4	3	2	1	
Monitor inmate movement	( )	( )	( )	( )	( )	40
Counsel inmates	( )	( )	( )	( )	( )	41
Deal with outside agencies	( )	( )	( )	( )	( )	42
Deal with support staff	( )	( )	( )	( )	( )	43

Security Skills

Ability to...

Count inmates	( )	( )	( )	( )	( )	44
Control entrances	( )	( )	( )	( )	( )	45
Conduct searches of physical plant	( )	( )	( )	( )	( )	46
Conduct searches of inmates	( )	( )	( )	( )	( )	47
Maintain perimeter	( )	( )	( )	( )	( )	48
Use institutional equipment	( )	( )	( )	( )	( )	49
Use and maintain emergency equip	( )	( )	( )	( )	( )	50
Write reports	( )	( )	( )	( )	( )	51
Maintain log	( )	( )	( )	( )	( )	52
Meet standard of self defence/fitness	( )	( )	( )	( )	( )	53
Evaluate safety factors of physical plant	( )	( )	( )	( )	( )	54
Know the effects of drugs/alcohol	( )	( )	( )	( )	( )	55
Meet standards of first aid	( )	( )	( )	( )	( )	56
Supervise exercise yard	( )	( )	( )	( )	( )	57
Supervise inmate recreation	( )	( )	( )	( )	( )	58
Operate as a team or backup	( )	( )	( )	( )	( )	59
Escort inmates	( )	( )	( )	( )	( )	60
Supervise visits	( )	( )	( )	( )	( )	61
Perform bush gang duty	( )	( )	( )	( )	( )	62
Supervise work gang	( )	( )	( )	( )	( )	63
Drive defensively	( )	( )	( )	( )	( )	64

3. During C.O.B.T., various instructional methods were used. Please evaluate these various methods by checking ( ) each to its degree of effectiveness.

	very effective				not very effective	
	5	4	3	2	1	
Lecture	☐	☐	☐	☐	☐	65
Films/slides	☐	☐	☐	☐	☐	66
Demonstration	☐	☐	☐	☐	☐	67
Lecture with training aids	☐	☐	☐	☐	☐	68
Practice application of skills	☐	☐	☐	☐	☐	69
Self study	☐	☐	☐	☐	☐	70
Individual and group projects	☐	☐	☐	☐	☐	71
Guest speakers	☐	☐	☐	☐	☐	72

4. Please rate the general calibre of inductees in recent C.O.B.T. classes in terms of their overall potential as correctional officers, general abilities, background knowledge and personal suitability to the job.

	excellent				below average	
	5	4	3	2	1	
Overall potential	☐	☐	☐	☐	☐	73
General abilities	☐	☐	☐	☐	☐	74
Background knowledge	☐	☐	☐	☐	☐	75
Personal suitability	☐	☐	☐	☐	☐	76

___3_

1 - 4

5. Rate each of the following other services and facilities as to their usefulness to the inductee while on course. Please check ( ) one for each.

	very useful				not very useful	
	5	4	3	2	1	
Services & Facilities						
Library	( )	( )	( )	( )	( )	5
Athletic & Recreation Facilties	( )	( )	( )	( )	( )	6
Leisure time activities	( )	( )	( )	( )	( )	7
Media services	( )	( )	( )	( )	( )	8

6. In your view, what are the most valuable skills learned at C.O.B.T.? Please, specify.______________

____

____

7. In your view, what are the least valuable skills learned at C.O.B.T. ? Please, specify.______________

____

____

8. In your opinion, are there any topics other than those listed in question 1 - part III that would improve C.O.B.T. and better prepare the inductee for the job ? If so, please specify.____________________

____

9. In your view, is there anything that would improve C.O.B.T. ? If so, please specify. ________________

____

Thank-you, for your cooperation.

Correctional Officers Basic Training

Supervisors Questionnaire

CODE # ____

I. Personal Information

___1_

1. Please check () the institution at which you are presently employed.

1 ( ) Belmont 1 - 4
2 ( ) Calgary Correctional Centre
3 ( ) Calgary Remand
4 ( ) Edmonton Remand
5 ( ) Fort Saskatchewan Correctional Centre
6 ( ) Grande Cache Correctional Centre
7 ( ) Lethbridge Correctional Centre 5, 6
8 ( ) Medicine Hat Correctional Centre
9 ( ) Peace River Correctional Centre
10 ( ) Red Deer Remand
11 ( ) St. Paul Correctional Centre
12 ( ) other

2. Please check ( ) your present classification.

1 ( ) Correctional Officer III - Operations
2 ( ) Asst. Director - Operations 7
3 ( ) Other

3. Please check ( ) how long you have held this classification.

1 ( ) 12 months or less
2 ( ) 1 year to 2 years 8
3 ( ) 2 years to 3 years
4 ( ) 3 years to 5 years
5 ( ) 5 years to 10 years
6 ( ) more than 10 years

4. Please check ( ) how long you have been employed by Alberta's Solicitor General.

1 ( ) 12 months or less 9
2 ( ) 1 year to 2 years
3 ( ) 2 years to 3 years
4 ( ) 3 years to 5 ears
5 ( ) 5 years to 10 years
6 ( ) more than 10 years

5. Please check ( ) how old you will be on January 1, 1988.

1 ( ) less than 21 years
2 ( ) 21 to 30 years 10
3 ( ) 31 to 40 years
4 ( ) 41 to 50 years
5 ( ) 51 to 60 years
6 ( ) more than 61 years

6. Please indicate ( ) your sex.

1 ( ) male 11
2 ( ) female

7. Please select ( ) from the alternatives listed below, that which best describes the highest level of education you have attained.

1 ( ) Grade 10 or less 12
2 ( ) Grade 10 or higher, but did not complete high school
3 ( ) Completed high school (high school diploma)
4 ( ) Some non-university postsecondary education
5 ( ) Completed a non-university postsecondary program
6 ( ) Some university education
7 ( ) Completed a university degree
8 ( ) Some graduate university education

II. General Information

1. Have you during the course of your career with the Solicitor General taken Correctional Officer's Basic Training (C.O.B.T.) ?

1 ( ) Yes 13
2 ( ) No

2. Are you as a supervisor of staff familiar with what is being taught to inductees at C.O.B.T. ?

1 ( ) Yes 14
2 ( ) No, why not ? ______________________________
____

3. Are you as a supervisor involved in staff training ?

   1 ( ) Yes, how ______________________________ 15
   ____

   2 ( ) No, would you feel it would be beneficial to be involved? ______________________________
   ____

4. In your opinion, how soon after initial employment should new employees start their induction training (C.O.B.T.) ? Please check ( ) the response closest to your personal opinion.

   1 ( ) immediately upon employment 16
   2 ( ) 1 to 3 months
   3 ( ) 3 to 6 months
   4 ( ) 6 to 9 months
   5 ( ) 9 months to 1 year

5. In your opinion, does C.O.B.T. give the inductee a good knowledge of the methods, procedures and philosophy of corrections to the degree that you as a supervisor feel you have a well trained staff member ? Please check ( ) the response closest to your personal opinion.

very adequately				not very adequately	
5	4	3	2	1	
( )	( )	( )	( )	( )	17

6. What about course content ? Do you feel there is a good "mix" between offender management and teaching the security skills of the job. What do you feel should be stressed, the security skills or a better understanding of offender management ?

   1 ( ) Offender Management
   OR 18
   2 ( ) Security Skills

7. As a result, of completing the 1000 series of self-study modules on security skills prior to the academy training at Staff College how capable to do the job do the inductees appear to be ? Please check ( ) the response closest to your personal opinion.

very capable				not very capable	
5	4	3	2	1	
( )	( )	( )	( )	( )	19

8. As a result, of completing the academy training at Staff College how capable to do the job do the inductees appear to be ? Please check ( ) the response closest to your personal opinion.

very capable				not very capable	
5	4	3	2	1	
( )	( )	( )	( )	( )	20

9. When the inductees return from C.O.B.T. and they are on the job, do you feel that the offender management that they were taught is applicable to their actual duties ? Please check ( ) the response closest to your personal opinion.

very applicable				not very applicable	
5	4	3	2	1	
( )	( )	( )	( )	( )	21

10. When the inductees return from C.O.B.T. and they are on the job, do you feel that the security skills that they were taught are applicable to their actual duties ? Please check ( ) the response closest to your personal opinion.

very applicable				not very applicable	
5	4	3	2	1	
( )	( )	( )	( )	( )	22

11. How much time, if any, do you think a correctional officer should spend each year on additional training or continuing education ? Please check ( ) the response closest to your personal opinion.

1 ( ) 1 week
2 ( ) 2 weeks 23
3 ( ) 3 weeks
4 ( ) 4 weeks
5 ( ) 5 weeks
6 ( ) 6 weeks
7 ( ) more than 6 weeks
8 ( ) none

12. What direction do you think this continuing education or training should take ? Of the following courses offered by the Solicitor General which one, if any, do you feel Correctional Officers should take ? Please check ( ) the response closest to your personal opinion.

1 ( ) Correctional Officer Leadership Development
2 ( ) Correctionsd courses at community college (Certificate program) 24
3 ( ) Correspondence courses from Athabasca University or Simon Fraser University (Professional Certification)
4 ( ) Extension courses at the University of Alberta
5 ( ) Professional development courses at Staff College
6 ( ) Not necessary to pursue continuing education or additional training
7 ( ) Other, please specify ________________________

13. In your opinion, how could a Correctional Officer best maintain a high level of knowledge and skills after C.O.B.T..Please rate ( ) each of the following in terms of likely effectiveness and acceptability by Correctional Officers.

	very effective/ acceptable			not very effective/ acceptable		
	5	4	3	2	1	
Part-time extension or correspondence courses through community colleges or university.	( )	( )	( )	( )	( )	25
Refresher courses at Staff College.	( )	( )	( )	( )	( )	26
In-service training at the institution	( )	( )	( )	( )	( )	27

14. In your opinion, do you feel that the physical fitness component of C.O.B.T. makes a worthwhile contribution in the ability of inductees to do their job ? Please check ( ) the response closest to your personal opinion.

very much				not very much	
5	4	3	2	1	
( )	( )	( )	( )	( )	28

15. In your opinion, do you feel that a follow-up to the physical fitness component of C.O.B.T. at your given institution would be worthwhile ? Please check ( ) the response closest to your personal opinion.

very much				not very much
5	4	3	2	1

16. Do you feel that the 1,000 series of self-study modules prior to the academy training at Staff College are an important part of training process or do you feel they are unnecessary and that the academy training in itself is sufficient ? Please check ( ) the response closest to your personal opinion.

very important				not very important	
5	4	3	2	1	
( )	( )	( )	( )	( )	30

17. Do you feel that the Work Performance Evaluation (3000 series) following academy training at Staff College is an important part of the training process or do you think that it is unnecessary and that the academy training (2000 series) is sufficient ? Please check ( ) the response closest to your personal opinion.

very important				not very important	
5	4	3	2	1	
( )	( )	( )	( )	( )	31

III. Program Evaluation

1. In what location do you think each of the following topics of C.O.B.T. would best be learned ? Please check ( ) one for each.

	1 Staff College	2 on-the-job training	3 combination of both	
Legal aspects	( )	( )	( )	32
Policies & Procedures	( )	( )	( )	33
Dress & Deportment	( )	( )	( )	34
Anatomy of a set-up	( )	( )	( )	35
Report Writing	( )	( )	( )	36
Inmate Training Programs	( )	( )	( )	37
Federal/Prov Agreement	( )	( )	( )	38
AIDS-Key Facts	( )	( )	( )	39
Individual Rights and Freedoms	( )	( )	( )	40
Drugs/Alcohol	( )	( )	( )	41
Female Offender	( )	( )	( )	42

	1	2	3	
	Staff College	on-the-job training	combination of both	
Institutional Design	( )	( )	( )	43
Young Offenders Act	( )	( )	( )	44
Body Searching	( )	( )	( )	45
Strip Searching	( )	( )	( )	46
Restraint Equipment	( )	( )	( )	47
Contraband	( )	( )	( )	48
Escorting	( )	( )	( )	49
Key Control	( )	( )	( )	50
Counts	( )	( )	( )	51
Chemical Agents	( )	( )	( )	52
Unusual Inmates	( )	( )	( )	53
Hostage Behaviour	( )	( )	( )	54
Visiting Area Search	( )	( )	( )	55
Dorm Search	( )	( )	( )	56
Cell Search	( )	( )	( )	57
Kitchen Search	( )	( )	( )	58
Unit Search	( )	( )	( )	59
Outside Security Search	( )	( )	( )	60
Alberta Voc Centre	( )	( )	( )	61
Native Counsel Services	( )	( )	( )	62
CSW Series (career path)	( )	( )	( )	63
Self Defence	( )	( )	( )	64
C.P.R.	( )	( )	( )	65
First Aid	( )	( )	( )	66
Operation of fire extinquisher	( )	( )	( )	67
Reporting a fire	( )	( )	( )	68
Use of a fire hose	( )	( )	( )	69
Operation of an institutional vehicle	( )	( )	( )	70
Breathing apparatus	( )	( )	( )	71
2 way radio	( )	( )	( )	72
Walk through scanner	( )	( )	( )	73
Hand scanner	( )	( )	( )	74

2. Rate each of the following competencies to its actual possible usefullness to you in performing your job as a Correctional Officer. Please check ( ) one response for each competency.

General Goals& Organization

	very useful				not very useful	
Knowledge of ...	5	4	3	2	1	
Departmentment organization	( )	( )	( )	( )	( )	75
Chain of command	( )	( )	( )	( )	( )	76

	very useful				not very useful	
	5	4	3	2	1	
Code of ethics	( )	( )	( )	( )	( )	77
Master agreement	( )	( )	( )	( )	( )	78
Confidentiality	( )	( )	( )	( )	( )	79
Performance standards & appraisal system	( )	( )	( )	( )	( )	80

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1 - 4

Legal Aspects

Knowledge of ...						
Court & legal system	( )	( )	( )	( )	( )	5
Acts & Statutes	( )	( )	( )	( )	( )	6
Inmate rights	( )	( )	( )	( )	( )	7
Interpretation of legal documents	( )	( )	( )	( )	( )	8
Collection of evidence	( )	( )	( )	( )	( )	9
Giving evidence	( )	( )	( )	( )	( )	10
Health & Safety	( )	( )	( )	( )	( )	11

Interpersonal and Professional Development Skills

Ability to ...						
use communication skills	( )	( )	( )	( )	( )	12
use interpersonal skills	( )	( )	( )	( )	( )	13
understand self	( )	( )	( )	( )	( )	14
work in a team setting	( )	( )	( )	( )	( )	15
give orders	( )	( )	( )	( )	( )	16
supervise (CO) of the opposite sex	( )	( )	( )	( )	( )	17
manage stress, conflict	( )	( )	( )	( )	( )	18
understand inmate psychology	( )	( )	( )	( )	( )	19
understand inmate subculture & language	( )	( )	( )	( )	( )	20
understand inmates of other cultures	( )	( )	( )	( )	( )	21
The desire to...						
develop a professional attitude & image	( )	( )	( )	( )	( )	22

	very useful				not very useful	
	5	4	3	2	1	
take advantage of training/educational opportunities	( )	( )	( )	( )	( )	23
The knowledge of...						
career paths	( )	( )	( )	( )	( )	24

Operational Procedures

Knowledge of ...						
Standard Operational Procedures	( )	( )	( )	( )	( )	25
Emergency procedures	( )	( )	( )	( )	( )	26
Correct form usuage	( )	( )	( )	( )	( )	27
Admitting/releasing inmates	( )	( )	( )	( )	( )	28
Classification process	( )	( )	( )	( )	( )	29
Knowledge of how to...						
Managing inmates based on classification	( )	( )	( )	( )	( )	30
Safeguard govt property and materials	( )	( )	( )	( )	( )	31
Issue supplies	( )	( )	( )	( )	( )	32
Manage and allocate time	( )	( )	( )	( )	( )	33
Monitor inmate movement	( )	( )	( )	( )	( )	34
Counsel inmates	( )	( )	( )	( )	( )	35
Deal with outside agencies	( )	( )	( )	( )	( )	36
Deal with support staff	( )	( )	( )	( )	( )	37

Security Skills

Ability to...						
Count inmates	( )	( )	( )	( )	( )	38
Control entrances	( )	( )	( )	( )	( )	39
Conduct searches of physical plant	( )	( )	( )	( )	( )	40
Conduct searches of inmates	( )	( )	( )	( )	( )	41
Maintain perimeter	( )	( )	( )	( )	( )	42
Use institutional equipment	( )	( )	( )	( )	( )	43
Use and maintain emergency equip	( )	( )	( )	( )	( )	44
Write reports	( )	( )	( )	( )	( )	45
Maintain log	( )	( )	( )	( )	( )	46
Meet standard of self defence/fitness	( )	( )	( )	( )	( )	47

	very much				not very much	
	5	4	3	2	1	
Evaluate safety factors of physical plant	( )	( )	( )	( )	( )	48
Know the effects of drugs/alcohol	( )	( )	( )	( )	( )	49
Meet standards of first aid	( )	( )	( )	( )	( )	50
Supervise exercise yard	( )	( )	( )	( )	( )	51
Supervise inmate recreation	( )	( )	( )	( )	( )	52
Operate as a team or backup	( )	( )	( )	( )	( )	53
Escort inmates	( )	( )	( )	( )	( )	54
Supervise visits	( )	( )	( )	( )	( )	55
Perform bush gang duty	( )	( )	( )	( )	( )	56
Supervise work gang	( )	( )	( )	( )	( )	57
Drive defensively	( )	( )	( )	( )	( )	58

3. In your view, what were the most valuable skills taught to inductees at C.O.B.T.? Please, specify.

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4. In your view, what were the least valuable skills taught to inductees at C.O.B.T. ? Please, specify

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5. In your opinion, were there any topics other than those listed in question 1 - part III that would have improved C.O.B.T. and better prepared the inductees for the job ? If so, please specify.

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6. In your view, is there anything that would improve C.O.B.T. ? If so, please specify.

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Thank-you, for your cooperation.

APPENDIX "B"

CORRESPONDENCE

University of Alberta
Edmonton
Canada T6G 2G5

Department of Industrial and Vocational Education
Faculty of Education
633 Education Building South, Telephone (403) 432-3678

1987 10 27

Dear Participant:

The enclosed questionnaire is designed to obtain information regarding the effectiveness of Correctional Officer's Basic Training (C.O.B.T.) in providing Correctional Officer's with the necessary on-the-job skills. The results will be used by the Solicitor General - Human Resource Services Branch - as a potential guide for future training and staff development needs. The study will be used as partial fulfillment of the requirements for a Master of Education degree at the University of Alberta. Permission has been obtained from Mr. Jack Davis - Assistant Deputy Minister of Corrections; and the Alberta Union of Public Employees has been advised of the content and purpose of this study.

As a participant, my only request is that you provide the information called for in the questionnaire. All replies are anonymous and will be processed at the University of Alberta which will assure complete confidentiality.

This questionnaire is easy, and you will hopefully find it interesting. Please do it today - right now if you can - and place it back into the self addressed envelope. If you have any questions, please do not hesitate to contact me at this address.

Thank you; your assistance is sincerely appreciated.

Respectfully,

Douglas Agar

Douglas Agar
GRADUATE STUDENT

University of Alberta
Edmonton

Department of Industrial and Vocational Education
Faculty of Education

Canada T6G 2G5

633 Education Building South, Telephone (403) 432-3678

November 4, 1987

RE: Correctional Officer's Basic Training Questionnaire

Dear Sir:

Please distribute the attached questionnaires to the following Correctional Officer's. These names have been selected randomly from lists of Correctional Officers Basic Training graduates supplied by the Solicitor General - Human Resource Services Branch. If for one reason, or another, some of the Correctional Officers listed below are no longer at your institution please pass on their questionnaire to another Correctional Officer willing to participate in this study. As in all research the value of your findings are closely related to the percentage of returns. Therefore, it is imperative that as many of the questionnaires as possible are distributed and returned.

Thank you very much for your cooperation .

Respectfully,

Douglas Agar

Douglas Agar

University of Alberta
Edmonton

Department of Industrial and Vocational Education
Faculty of Education

Canada T6G 2G5

633 Education Building South, Telephone (403) 432-3678

30/11/87

Director,

Dear Sir;

Re: Correctional Officer's Basic Training Questionnaire

As you are undoubtly aware a questionnaire regarding Correctional Officer's Basic Training is presently circulating within your institution.

I am writing to request that you pass on to your shift managers a request, on my behalf, to include an item on their muster. I would be truly grateful if your shift managers could take the time to thank the cooperating Correctional Officers and Supervisors for their unselfish participation in the Correctional Officer's Basic Training questionnaire. It is through cooperation like this that we will be able to more accurately determine the effectiveness of C.O.B.T. so that future classes of Correctional Officers can benefit. Furthermore, if they could also encourage those Correctional Officers that have not yet completed their questionnaires to do so, I would be extemely grateful.

I thank you in advance for your cooperation.

Respectfully,
Douglas Agar
Douglas Agar
Graduate Student